

# Application: Merrick Academy Charter School

Linyu Zheng - lzheng@merrickacademy.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 20 2021

### 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 2020-2021 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, 2021)** 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 342900860821

**a1. Popular School Name**

Merrick Academy

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

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD #29 - QUEENS

**d. DATE OF INITIAL CHARTER**

5/2030

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2001

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

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

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

530

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

575

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5

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

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

## School Site 1 (Primary)


### m1. SCHOOL SITES

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

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



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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Stephanie Mauterstock			
Operational Leader	Tasha Miller			
Compliance Contact	Stephanie Mauterstock			
Complaint Contact	Stephanie Mauterstock			
DASA Coordinator	Tasha Miller			
Phone Contact for After Hours Emergencies	Sharon Clarke			

**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.**

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

[COO.pdf](#)

**Filename:** COO.pdf **Size:** 187.1 kB

---

**Site 1 Fire Inspection Report**

[Fire inspection report.pdf](#)

**Filename:** Fire inspection report.pdf **Size:** 164.0 kB

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

---

**n1. Were there any revisions to the school's charter during the 2020-2021 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 2020-2021 FY?**

(No response)

---

**ATTESTATIONS**

---

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

Name	Stephanie Mauterstock
Position	Executive Director
Phone/Extension	917-686-9416
Email	<a href="mailto:smauterstock@merrickacademy.org">smauterstock@merrickacademy.org</a>

**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).**

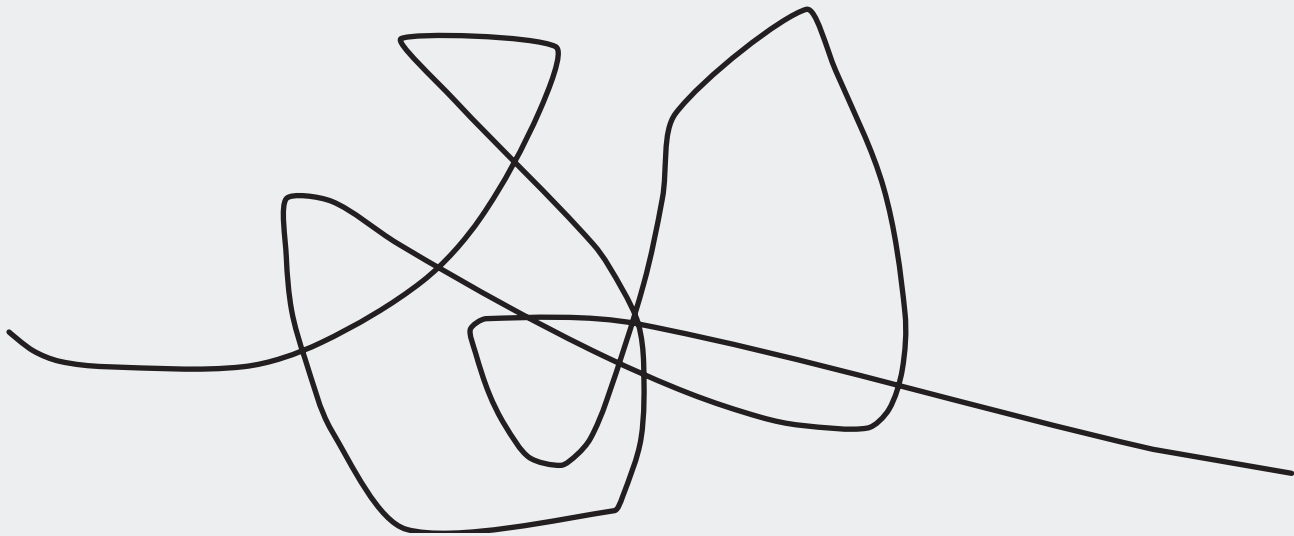
**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is highly stylized and abstract, featuring several overlapping loops and a long horizontal stroke extending to the right.

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

A handwritten signature in black ink on a light gray background. The signature is highly stylized and abstract, featuring several overlapping loops and a long horizontal stroke extending to the right.

**Date**

Aug 10 2021

Thank you.



## Entry 3 Accountability Plan Progress Reports

Completed Oct 28 2021

### Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

### **Merrick Academy 2020-21 APPR**

**Filename:** Merrick Academy 2020 21 APPR .pdf **Size:** 541.2 kB

## Entry 4 - Audited Financial Statements

Completed Oct 28 2021

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

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**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, 2021**. 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 protection are turned off.

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

### **500 Jun21**

**Filename:** 500 Jun21 zOZndIP.PDF **Size:** 4.2 kB

## Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 28 2021

### **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 by **November 1**.

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

## **MCA 2020-21-Audited-Financial-Statement-Template**

**Filename:** MCA 2020 21 Audited Financial State sLDPRSv.pdf **Size:** 177.8 kB

### **Entry 4c - Additional Financial Documents**

**Incomplete** Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. 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<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

---

<sup>[1]</sup> 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

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

## **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 2021-2022 Budget

**Completed** Oct 28 2021

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

### [MCA 2021-22-Budget-and-Quarterly-Report-Template \(6\)](#)

**Filename:** MCA 2021 22 Budget and Quarterly R DktT3Wj.xlsx **Size:** 535.9 kB

## Entry 6 - Board of Trustees Disclosure of Financial Interest Form

**Completed** Aug 20 2021

### **Required of ALL Charter Schools by August 2**

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 2020-2021 school year must complete a signed:

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

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

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

### [2021-SUNY-Financial-Disclosure-Form - Cameil Dalgetty-Jarvis](#)

**Filename:** 2021 SUNY Financial Disclosure Form 2j8LRI2.pdf **Size:** 524.1 kB

### [2021-SUNY-Financial-Disclosure-Form - Tatum Boothe](#)

**Filename:** 2021 SUNY Financial Disclosure Form 10CtA3w.pdf **Size:** 451.5 kB

### [2021-SUNY-Financial-Disclosure-Form - Joann Cummings](#)

**Filename:** 2021 SUNY Financial Disclosure Form AYZxhbW.pdf **Size:** 400.1 kB

### [2021-SUNY-Financial-Disclosure-Form - Tameka Pierre-Louis](#)

**Filename:** 2021 SUNY Financial Disclosure Form DuKRnbW.pdf **Size:** 402.2 kB

### [2021-SUNY-Financial-Disclosure-Form- Gerald Karikari](#)

**Filename:** 2021 SUNY Financial Disclosure Form ebkkLj.pdf **Size:** 392.0 kB

### [2021-SUNY-Financial-Disclosure-Form- Jiakun Ding](#)

**Filename:** 2021 SUNY Financial Disclosure Form uZOOUIP.pdf **Size:** 409.6 kB

## **Entry 7 BOT Membership Table**

**Completed** Aug 20 2021

## **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.



**1. 2020-2021 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 2020-2021
1	Gerald Karikari		Chair	Finance/Operations Committee	Yes	2	8/3/2011	8/3/2026	10
2	James Ding		Trustee/Member	Academic Committee	Yes	1	8/3/2021	8/3/2026	9
3	Cameil Dalgetty-Jarvis		Vice Chair	Academic, HR Committee	Yes	1	8/3/2021	8/3/2026	9
4	Tatum Boothe		Secretary	Academic Committee	Yes	1	8/3/2021	8/3/2026	9
5	Tameka Pierre-Louis		Treasurer	Finance/Operations Committee	Yes	1	6/29/2021	6/19/2021	5 or less
6	Joann Cummin		Parent	HR Committee	Yes	1	06/01/2	06/29/2	5 or less

	gs		Rep	tee			019	021	
7	Nicole Barzey		Trustee/Member	Academic Committee	Yes		06/29/2021	06/28/2016	5 or less
8									
9									

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

No

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

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

a. Total Number of BOT Members on June 30, 2021	5
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-7

**3. Number of Board meetings held during 2020-2021**

11

#### 4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

### Entry 8 Board Meeting Minutes

**Incomplete** 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 2020-June 2021), which should match the number of meetings held during the 2020-2021 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 2, 2021.

### Entry 9 Enrollment & Retention

**Completed** Aug 22 2021

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

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 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 2021-2022.

### Entry 9 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

## Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	Merrick Academy serves a socio-economically disadvantaged population that is higher than our NYCDOE CSD29 district	With high needs students wanting the services of Merrick, this has not been a primary recruitment focus.
English Language Learners	<p>The School will accept students in the following categories, in the following order of priority:</p> <ol style="list-style-type: none"> <li>1. to students returning to the School in subsequent years of enrollment;</li> <li>2. to siblings of students already enrolled in the School. For definition purposes, “siblings” are two or more children that are related either by birth, by means of the same biological father or mother, or by legal adoption;</li> <li>3. to children of employees of the School limited to 15% of the school’s total enrollment;</li> <li>4. to students with an Individualized Education Program (“IEP”) calling for an instructional setting of 12:1:1 as described below;</li> <li>5. to students within Community School District 29 who indicate on their admissions application that they speak a language other than English at home;</li> <li>6. to all students who live within Community School District 29, where the School is</li> </ol>	A plan was put in place and approved by the Board of Trustees and SUNY's Charter Schools Institute of March 17, 2012. This was put in place in terms of applications preferences before our April 2012 lottery.

	<p>located, consistent with New York State charter law; and</p> <p>7. to any students residing in New York State outside Community School District 29.</p>	
<p>Students with Disabilities</p>	<p>The School will accept students in the following categories, in the following order of priority:</p> <ol style="list-style-type: none"> <li>1. to students returning to the School in subsequent years of enrollment;</li> <li>2. to siblings of students already enrolled in the School. For definition purposes, “siblings” are two or more children that are related either by birth, by means of the same biological father or mother, or by legal adoption;</li> <li>3. to children of employees of the School limited to 15% of the school’s total enrollment;</li> <li>4. to students with an Individualized Education Program (“IEP”) calling for an instructional setting of 12:1:1 as described below;</li> <li>5. to students within Community School District 29 who indicate on their admissions application that they speak a language other than English at home;</li> <li>6. to all students who live within Community School District 29, where the School is located, consistent with New York State charter law; and</li> <li>7. to any students residing in New York State outside Community School District 29.</li> </ol>	<p>A plan was put in place and approved by the Board of Trustees and SUNY's Charter Schools Institute of March 17, 2011. This was put in place in terms of applications preferences before our April 2012 lottery.</p>

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Serving a a socio-economically disadvantaged population that is higher than our NYCDOE CSD29 district, Merrick's retention efforts in this area have been twice a week Coffee with the Principal as well at the institution of community meetings, which hav show to attract a far larger students, families and staff.</p>	<ol style="list-style-type: none"> <li>1. Serving a a socio-economically disadvantaged population that is higher than our NYCDOE CSD29 district, Merrick's retention efforts in this area have been twice a week Coffee with the Principal as well at the institution of community meetings, which hav show to attract a far larger students, families and staff.</li> <li>2. Merrick's rate of return of students is 97%. This is related, perhaps, to the significant upgrade to ventilation and haring of healthy ad safety during community meting.</li> </ol>
English Language Learners	<ol style="list-style-type: none"> <li>1. Merrick will have 1.5 FTE ENL/ELL teachers this year.</li> <li>2. During our summer school, which 270 scholars attended, scholars new to our community completed the Home Language Survey and any additional screening.</li> <li>3. This is related, perhaps, to the significant upgrade to ventilation and haring of healthy ad safety during community meting.</li> </ol>	<ol style="list-style-type: none"> <li>1.A plan was put in place to prioritize ENL/ELL students, and approved by the Board of Trustees and SUNY's Charter Schools Institute of March 17,201.This was put in place in terms of applications preferences before our April 202 lottery.</li> <li>2. Merrick's rate of return of students is 97%. This is related, perhaps, to the significant upgrade to ventilation and haring of healthy ad safety during community meting.</li> </ol>
Students with Disabilities	<ol style="list-style-type: none"> <li>1. Merrick has a NYC charter-offering of 12:1:1 classroom placements per scholar's IEPs.</li> <li>2. Needing to create more classes space to accommodate these specialized groupings, we</li> </ol>	<p>A plan was put in place to prioritize students in our unique IEP- mandated, 12:1:1 students, to ensure we offer students services Merrick provides. This was approved by the Board of Trustees and SUNY's Charter</p>

have reorganized building. We applied for a Spectrum grant (previous awarded in 2019)

Schools Institute of March 17,201.This was put in place in terms of applications preferences before our April 2012 lottery.

## Entry 10 - Teacher and Administrator Attrition

Completed Aug 20 2021

# 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<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that 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.

<sup>[1]</sup> Employees that 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.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/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**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

---

### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** 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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

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

	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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**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

**Incomplete** Hidden from applicant

### Instructions

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

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Sep 15 2021

### Instructions for submitting School Calendar

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

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

### **2021-2022MACSCalendar**

**Filename:** 2021 2022MACSCalendar.pdf **Size:** 554.4 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 23 2021

## Instructions

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

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. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 14 Links to Critical Documents on School Website

School Name: Merrick Academy Charter School

### Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA 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. Most Recent Annual Report (i.e., 2019-20)	<a href="https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&amp;type=d&amp;pREC_ID=1707758">https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&amp;type=d&amp;pREC_ID=1707758</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&amp;type=d&amp;pREC_ID=1707758">https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&amp;type=d&amp;pREC_ID=1707758</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&amp;type=d&amp;pREC_ID=1707758">https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579950&amp;type=d&amp;pREC_ID=1707758</a>
	<a href="https://data.nysed.gov/essa.php?">https://data.nysed.gov/essa.php?</a>

3. Link to NYS School Report Card	<a href="https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1580084&amp;type=d&amp;pREC_ID=1707853">instid=800000042390&amp;year=2019&amp;createreport=1&amp;OverallStatus=1&amp;section_1003=1&amp;EMStatus=1&amp;EMindicators=1&amp;EMcomposite=1&amp;EMgrowth=1&amp;EMcompgrowth=1&amp;EMelp=1&amp;EMprogress=1&amp;EMchronic=1&amp;EMpart=1</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1580084&amp;type=d&amp;pREC_ID=1707853">https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1580084&amp;type=d&amp;pREC_ID=1707853</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579972&amp;type=d&amp;pREC_ID=1707786">https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579972&amp;type=d&amp;pREC_ID=1707786</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579972&amp;type=d&amp;pREC_ID=1707786">https://www.merrickacademy.org/apps/pages/index.jsp?uREC_ID=1579972&amp;type=d&amp;pREC_ID=1707786</a>
7. Authorizer-Approved FOIL Policy	<a href="https://4.files.edl.io/5177/07/31/20/031050-6b222ce7-279d-4404-a767-8d06da8f427e.pdf">https://4.files.edl.io/5177/07/31/20/031050-6b222ce7-279d-4404-a767-8d06da8f427e.pdf</a>
8. Subject matter list of FOIL records	<a href="https://www3.dps.ny.gov/W/PSCWeb.nsf/ArticlesByTitle/EED6BD1906F674EB85257C7C0059F546?OpenDocument">https://www3.dps.ny.gov/W/PSCWeb.nsf/ArticlesByTitle/EED6BD1906F674EB85257C7C0059F546?OpenDocument</a>

Thank you.



## Entry 15 Staff Roster

**Incomplete** Hidden from applicant

### INSTRUCTIONS

#### **Required of Regents-Authorized Charter Schools ONLY**

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

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as

necessary)

- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

**Merrick Academy-Queens Public  
Charter School**

**2020-21 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 27, 2021

By Stephanie Mauterstock

136-25 218<sup>th</sup> Street  
Springfield Gardens, NY 11413

718-479-8108





## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Stephanie Mauterstock, Executive Director, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	committees (e.g. finance, executive)
Gerald Karikari	Chair	Finance/Operations Committee; HR Committee, Executive Committee
James Ding	Trustee	Academic Committee, Executive Committee
Cameil Dalgetty-Jarvis	Trustee	Finance/Operations Committee; HR Committee, Executive Committee
Tatum Boothe	Trustee	Academic Committee, Executive Committee
Nicole C. Blair-Barzey	Trustee	Academic Committee, Executive Committee

**Stephanie Mauterstock has served as the Executive Director since July 20, 2020.**

## 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 2020-21 school year, Merrick Academy had an enrollment of 275-285 kindergarten through fifth grade students.

Our mission: 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. 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, increased time on the task of learning and innovative academic curriculum, we will ensure that all of our students are college and career ready.

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

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

## ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2016-17	79	112	83	83	112	84	1 (UGE)	554
2017-18	82	79	109	90	90	103	N/A	553
2018-19	98	83	80	97	79	86	N/A	523
2019-20	80	107	88	83	98	82	N/A	538
2020-21	94	103	117	97	87	101	N/A	599

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE 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 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. Engage the Writer's Process
3. Construct logical arguments that utilizes evidence from multiple points of views
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. Listen to others and be able to break down what is said to either critique, question and/or challenges by providing logical explanation or refutation
6. Identify and convey a strong understanding of the interconnectedness between themes, genres and central ideas
7. 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.

**Summary of the school's modality changes during 2020-21:** Similar to many NYC charter schools, Merrick Academy's program was fully remote in 2020-21. However, we did open a Learning Center at our building with "student pods" run by operational staff to support our highest need students, such as those living in temporary housing, requiring child care as their parents were essential workers, students who did not have a parent at home that spoke English and could not effectively support them in completing remote instruction; and, high need special education students, often those who required a 1:1 paraprofessional as mandated by their Individualized Education Plans. The Learning Center opened in December 2020 and served 120 students through June 2021.

The school's remote schedule offered professional development for teachers every Wednesday afternoon for 3 hours. The professional development provided was led by the CAO/Principal, Assistant Principal of Mathematics, Assistant Principal of ELA, and the Director of Student Support Services. The Director of Student Support Services is responsible for social emotional learning at Merrick and manages special education and supports students who are below grade level. Professional development was also provided by an ELA consultant, Math consultant, DEIA consultant, STEAM consultant and ANet, who provided data training to teachers.

The school also served 270 students during a summer program, which was 50% academically focused and both prioritized students whose i-Ready results indicated they were below grade level and included emerging kindergarten students. The summer program was run and operated by the school, to ensure health and safety protocol were followed.

## METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

MERRICK ACADEMY ADMINISTERS THREE I-READY ASSESSMENTS TO MONITOR STUDENTS' PERFORMANCE IN ENGLISH LANGUAGE ARTS EACH ACADEMIC YEAR. WITHOUT NYS ASSESSMENT DATA TO ASSESS THE SCHOOL'S PROGRESS AGAINST OUR CHARTER APPROVED ACCOUNTABILITY GOALS, AND WITH I-READY'S RESEARCH- PROVED ALIGNMENT TO NYS STANDARDS, MERRICK ACADEMY USED THE I-READY RESULTS TO ASSESS AND EVALUATE STUDENT ACHIEVEMENT FOR THE 2020-21 SCHOOL YEAR.

i-Ready Diagnostic describes<sup>1</sup> its services for reading/ELA as an effective, research-based, web-based diagnostic assessment for students in grades K–12. Using a compatible computer with internet access and a headset, students take the online Diagnostic that assesses performance overall and down to the sub-skill level. i-Ready's sophisticated computer adaptive algorithms ensure learners are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting more or less challenging as needed—to complete the diagnosis and identify each child's performance level. The adaptive nature of the assessment meets students at their own skill level, so they experience success as well as challenge while i-Ready accurately measures their mastery of New York State Learning Standards.

i-Ready includes a powerful management and reporting suite for delivery of essential performance information at the school, class, and student/group levels. Actionable, real-time reports guide educators in identifying the instructional needs and abilities of individual students and instructional groups, and also include explicit next steps for remediating areas of academic weakness.

i-Ready Diagnostic is strongly aligned to the New York State Learning Standards for ELA. The independent Educational Research Institute of America conducted a research study evaluating the relationship between i-Ready Diagnostic and the 2016 New York State end-of-year assessments.

---

<sup>1</sup> <http://www.nysed.gov/common/nysed/files/iready-slo-assessment-form-c-and-h.pdf>.

The research found a high correlation between i-Ready Diagnostic and the New York State assessments. i-Ready was also shown to accurately predict end-of-year proficiency rates based on students' fall, winter, and spring Diagnostic performance. The strong correlations between the spring i-Ready Diagnostic and the 2016 New York State assessments—with overall correlations of .81 for ELA for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 threshold for correlations. Additionally, Curriculum Associates partnered with leading academics to develop a regression-based model for predicting New York State Assessment proficiency rates. i-Ready proficiency prediction from fall, winter, and spring Diagnostic results proved to be highly accurate and remarkably consistent with observed (actual) NYSTP proficiency rates— often within one percent of observed proficiency for the sample. Plus, i-Ready accurately identified individual student needs on the standards to drive targeted instruction—both student- and teacher-led.

## RESULTS AND EVALUATIONMNA

End of Year Performance on 2020-21 i-Ready ELA Assessment  
 By All Students and Students Enrolled in At Least Their Second Year  
 Goal: 75% of all 3<sup>rd</sup>-8<sup>th</sup> Grade Students Enrolled for 2 Years will Perform At of Above Grade Level

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	36%	85	40.3%	72
4	27%	85	29.7%	74
5	21%	95	21.6%	88
All	28%	265	29.9%	234

In the 2020-21 school year, Merrick Academy did not achieve its absolute measure of 75% of 3rd through 5th grade students enrolled in at least their second year at the school performing at or above grade level standards on the English language arts assessment. Overall, nearly 30% of students enrolled at the school for two or more years performed at or above grade level on the i-Ready spring English language arts assessment, almost two percentage points above the school average for all 3rd through 5th grade students.

Merrick Academy’s 3rd grade had the highest percentage of students attending the school for two or more years performing at or above grade level on the i-Ready spring English language arts assessment. Third grade students enrolled at the school for at least two years had a higher percentage of students performing at or above grade level compared to all 3rd grade, 40.3% compared to 36%. This trend of students enrolled at the school for at least two years having a higher percentage of students performing at or above grade level on the i-Ready English language arts spring assessment continued at the 4<sup>th</sup> and 5<sup>th</sup> grades.



Percentage of Merrick Academy Students Performing at Mid/Above Level on the i-Ready English Language Arts Assessments						
	2019-20			2020-21		
Grade	Assessment 1	Assessment 2	Assessment 3	Assessment 1	Assessment 2	Assessment 3
K	N/A	25%	89%	N/A	58%	74%
1st	10%	27%	77%	34%	47%	49%
2nd	8%	21%	52%	27%	44%	42%
3rd	9%	18%	50%	17%	27%	36%
4th	13%	31%	50%	10%	18%	27%
5th	9%	14%	21%	13%	22%	21%

Comparing the results of the 2019-20 school year English language arts i-Ready assessments to the 2020-21 assessments yields several interesting results. First, as discussed in detail below, i-Ready updated their national norms in August 2020, resulting in students needing to score higher on the 2020-21 assessments to be considered at or above grade level compared to previous years. Also, in the 2020-21 school year, i-Ready's fall norming window was moved up from the beginning of the school year through November 30 to the beginning of the school year through November 15. Couple these changes in i-Ready assessment analysis with the shifting learning models students have been subjected to during COVID-19, it could logically be expected that the percentage of students performing at or above grade level on the fall English language arts assessment would have been higher in the pre-COVID 2019-20 school year compared to the fall 2020-21 assessment. However, with the exception of Merrick Academy's 4th grade, each grade level tested on the fall 2020-21 i-Ready English language arts assessment had a higher percentage of students performing at or above grade level compared to the fall assessment administered in the 2019-20 school year. Impressively, Merrick Academy's 1st and 2nd grade had a higher percentage of students performing at or above grade level, 24- and 19-percentage-points respectively, compared to the 1st and 2nd grade in the 2019-20 school year.

Similarly, again with the exception of the school's 4th grade, the percentage of Merrick Academy students performing at or above grade level on the winter i-Ready English language arts assessment was higher in the 2020-21 school year compared to the 2019-20 school year. Like the 2019-20 school year fall assessment, the 2019-20 winter assessment was unaffected by COVID, as the school's transformation to remote learning post-dates the end of the winter norming window. The most impressive growth on the winter assessment occurred among kindergarten students, who more than doubled the percentage of students performing at or above grade level between the 2019-20 and 2020-21 school years. Also impressive was the results among the school's 1st and 2nd grades, where there was a 20- and 24- percentage point increase, respectively, in the percentage of students performing at or above grade level on the winter assessment between the 2019-20 and 2020-21 school years.

When assessing longitudinal growth, Merrick Academy has impressive results over the past two school years. The cohort of students who took the fall English language arts assessment as 1st graders in the 2019-20 school year had a higher percentage of students performing at or above



grade level, 17-percentage-points, when they took the fall assessment as 2nd graders in the 2020-21 school year. There was also longitudinal growth among the cohort of students who took the fall English language arts assessment as 2<sup>nd</sup> graders in 2019-20 when they took the assessment as 3rd graders in 2020-21, nine-percentage-points, a one point improvement in the cohort of students who took the fall English language arts assessment as 3rd graders in the 2019-20 school year when they took the exam as fourth graders in the 2020-21 school year, and no change in the percentage of students achieving proficiency among the cohort of students who took the assessment as fourth grade students in the 2019-20 school year, when they took the assessment in the fall of the 2020-21 school year as 5th grade students.

On the winter English language arts i-Ready assessment, there was longitudinal growth at each measurable grade, except for the cohort of students who took the winter assessment as 4th graders in the 2019-20 school year when they took the assessment as 5th graders in the 2020-21 school year. The greatest longitudinal increase among student cohorts between the i-Ready winter 2019-20 assessment and the 2020-21 assessment occurred in the cohort of students who took the 2019-20 winter assessment as kindergarteners when they took the winter English language arts exam as first graders in the 2020-21 school year. Impressively, similar growth occurred among the cohort of students who took the winter assessment as 1st grade students in the 2019-20 school year when they took the assessment as 2nd grade students in the 2020-21 school year, as well as among the cohort of students who took the assessment as 2nd graders in the 2019-20 school year when they took the assessment as 3rd grade students in the 2020-21 school year.

End of Year Growth on 2020-21 i-Ready ELA Assessment  
By All Students

Goal: Students will grow at a normed rate according to beginning of the year baseline score  
(Median Percent Annual Growth of 100% or more)

Grade s	Median Percent of Annual Typical Growth	Number Tested
3	118%	85
4	76%	85
5	35%	95
All	79%	265

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students growing at a median percent annual growth of 100% or more. The only individual grade to meet this goal was the school’s 3rd grade, where the median percent of annual typical growth among all tested students was 118%, exceeding the goal by 18-percentage points. The school’s 4<sup>th</sup> grade missed this growth goal by 24-percentage points and the 5<sup>th</sup> grade missed the goal by 65 percentage points. As a whole, the school’s 3<sup>rd</sup> through 5<sup>th</sup> grade missed the growth goal by 21 percentage points.

**Median Annual Typical Growth Percentage on i-Ready Spring Reading Diagnostic**



<b>Goal: Growth of students with low initial absolute achievement is greater than the target, median percent annual growth of 110% or more.</b>	
<b>Grade Level</b>	<b>2020-2021</b>
3 <sup>rd</sup>	145%
4 <sup>th</sup>	118%
5 <sup>th</sup>	0%
<b>Total</b>	<b>101.5%</b>

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students with low initial absolute achievement attaining a median percent annual growth of 110% or more on the spring assessment. Although the school did not meet the overall goal, both the 3rd and 4th grades exceeded this growth goal, by 35 and eight percentage points, respectively. In fact, despite the 5th grade’s median percent annual growth of zero, the grades analyzed here were only eight-and-a-half percentage points away from meeting this goal.

<b>Median Annual Typical Growth Percentage on i-Ready Spring Reading Diagnostic</b>				
<b>Goal: Growth of students with disabilities is greater than the growth of general education students.</b>				
<b>Grade Level</b>	<b>2019-2020</b>		<b>2020-2021</b>	
	<b>All</b>	<b>Students with Disabilities</b>	<b>All</b>	<b>Students with Disabilities</b>
<b>K</b>	212%	197%	57%	61%
<b>1<sup>st</sup></b>	191%	220%	40%	54%
<b>2<sup>nd</sup></b>	143%	174%	62%	63%
<b>3<sup>rd</sup></b>	196%	163%	118%	108%
<b>4<sup>th</sup></b>	177%	283%	83%	71%
<b>5<sup>th</sup></b>	131%	150%	35%	0%
<b>Total</b>	177%	174%	62%	61%
<b>Total 3<sup>rd</sup>-5<sup>th</sup> Grade</b>	165%	162%	90%	64.5%

In the 2020-21 school year, Merrick Academy did not meet its growth goal of having the percentage of students with disabilities in the 3rd through 5th grades performing at or above grade level be greater than the growth of the school’s general education 3rd through 5th grade students between the fall and spring English language arts assessments. Looking at 3rd through 5th grades, the growth of general education students on the i-Ready Spring reading diagnostic was 90% compared to the fall assessment. For the cohort of students identified as having a disability, the growth was only 64.5%. Among all grade levels assessed, but not considered for the purposes of measuring this growth goal, the school’s kindergarten, 1st, and 2<sup>nd</sup> grades’ students with disabilities showed greater growth on the i-Ready reading diagnostic between the fall and spring assessments when compared to the school’s general education students.



Merrick did administer the NYS ELA Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## ADDITIONAL CONTEXT AND EVIDENCE

Merrick enrolls a high percentage of economically disadvantaged students and students with disabilities. In the 2019-20 school year, 80% of Merrick’s students were economically disadvantaged and 20% were identified as having a disability, five and two percentage points, respectively, higher than the district average. While learning during the pandemic has had negative effects on most students, the student population Merrick serves has been hit particularly hard. A report released by the federal Department of Education’s Office for Civil Rights found “that the pandemic has negatively affected academic growth, widening pre-existing disparities” and in core subject areas like reading “there are worrisome signs that in some grades students might be falling behind pre-pandemic expectations.” United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>.

Further, “[A]cademic progress for students of color appears to have been disproportionately impacted by the pandemic.” United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, at p. 5, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>. Indeed, a Renaissance Star report issued in the middle of the 2020-21 school year noted, “[S]tudents of color were even further from meeting pre-pandemic growth expectations than they were in the beginning of the school year,” warning, “‘students with slower-than-typical within-year growth rates’ . . . were all disproportionately ‘at-risk for falling farther behind.’” *Id.* at pp. 16-17.

Compounding the impact that COVID-19 has had on academic achievement, the national norms that i-Ready uses to assess student achievement were updated in August 2020 and are currently based on data from the 2018-19 school year. Curriculum Associate Research Report, *i-Ready Diagnostic National Norms Tables for Reading and Mathematics for Grades K-8 2020-21*, August 2020, available at: <https://www.fldoe.org/core/fileparse.php/7539/urlt/iready-norms-tables-K-8-2020.pdf>. In other words, the norms that are now being used to assess student achievement do not take into consideration the disruption in the traditional learning model most students in this country have experienced in the last two school years. In fact, the norms used this year are more stringent than those used for the 2019-20 school year, resulting in students being expected to achieve at a higher level, while having experienced 18-months of academic disruption because of COVID-19.

## SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the 2020-21 school year, Merrick did not meet its English language arts assessment goals. However, given the ongoing pandemic and the impact it has had on academic achievement, particularly among the student population Merrick serves, Merrick’s English language arts assessment results should be considered satisfactory. As described in detail in the action plan

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

below, we intend to close the achievement gaps created by the pandemic, so long as we are able to maintain in in-person learning for the entirety of the 2021-22 school year.

2020-21 i-Ready ELA 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	234	79%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	234	101.5	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>2</sup>	90% <sup>3</sup>	66	64.5%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	234	29%	No

### ACTION PLAN

The School will be implementing a number of new initiatives during the 2021-22 school year to improve ELA student achievement. The core beliefs under-pinning our academic planning for our post-pandemic return include, but are not limited to:

<sup>2</sup> 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

<sup>3</sup> 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.

- 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; and
- 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.

Our theory of action, which is based on research, case studies, school visits, and interrogations, 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; and
- 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).

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.

- **Acceleration Blocks**

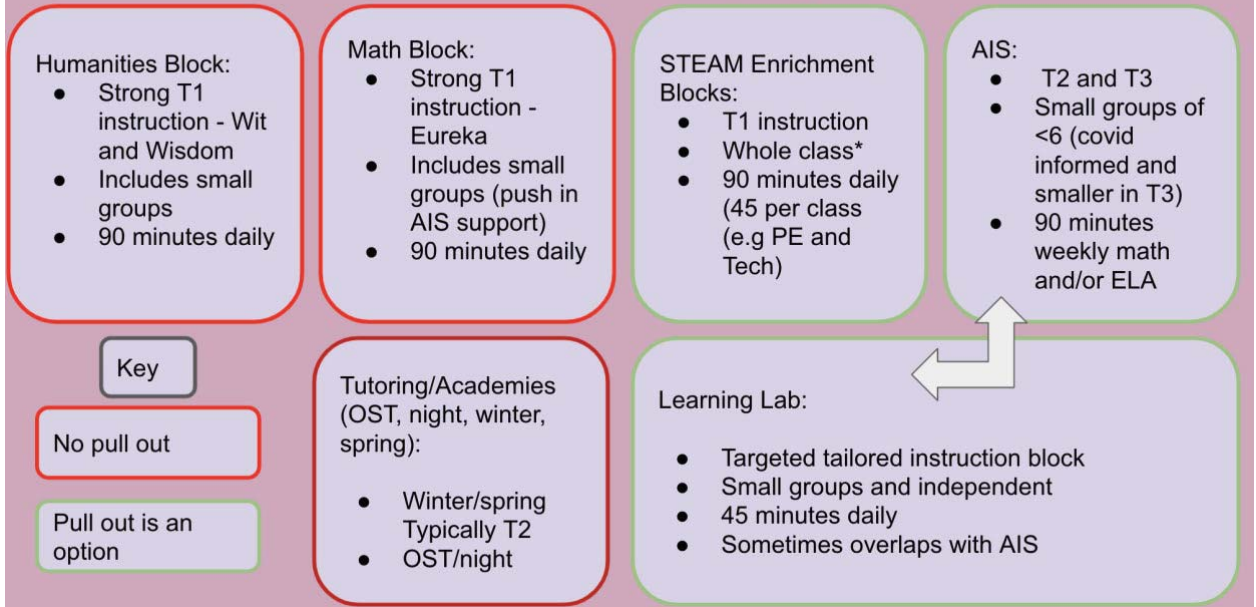
1. Daily 40-minute small-group instruction targeted toward accelerating core foundational skills in literacy;
2. Classrooms and class structures that include daily [Tier 2 strategies](#) to address foundational skills acceleration. (Targeted smaller groups);
3. Extend and reorganize math and literacy blocks to include time for intentional spiraling of unfinished content into grade level content and delivery;
4. Internalize and implement Daily Execution Protocol for Humanities Block; and
5. Reorganizing 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”; and
  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; and
  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.

An example of high-dosage tutoring planned for 2021-2022, called Academic Intervention Services at Merrick, is below. For ELA, the curriculum and time planned for students at risk is the following:

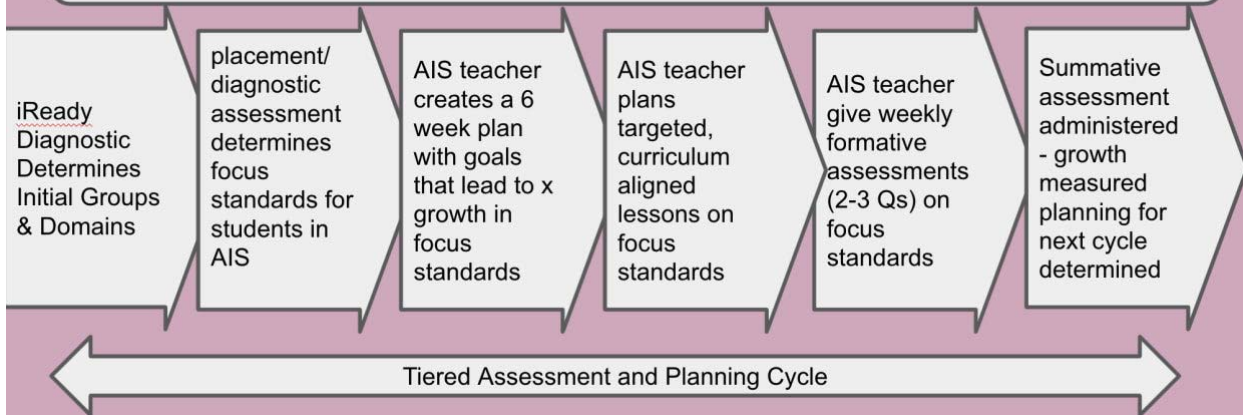
- Raz-Kids
- Up to 90 minutes a week for at-risk/qualifying students

## How AIS fits into MACS academic program:



## AIS Data, It's Utility and AIS Program Evaluation

To achieve gap-closing growth with their student caseload an AIS teacher's primary goal is twofold: 1) support student access to T1 content through acceleration and 2) to intentionally plan to support remediation of foundational skills

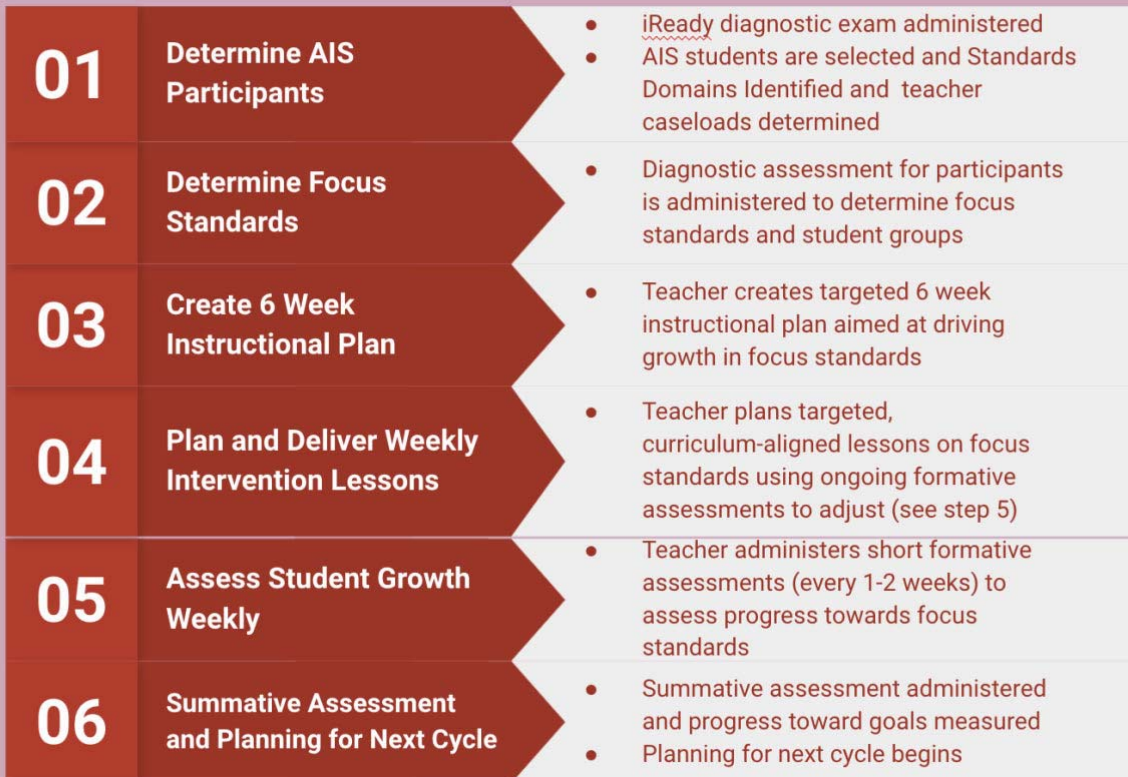




## AIS in MACS Academic Program

Program Element	Tier and Purpose	Instructional Mode	Time	Notes
Mathematics Block	Tier 1, Grade Level, Standards-Based Instruction	Whole Class & Small Group Instruction	90 Minutes Daily	Push in supports from AIS teachers can happen to support T2/T3 student access to grade-level content, no students are pulled out
Humanities Block	Tier 1, Grade Level, Standards-Based Instruction	Whole Class & Small Group Instruction	90 Minutes Daily	
STEAM Enrichment Block	Tier 1, Grade Level	Whole Class Instruction	2x 45 minute periods daily (e.g. 45 mins. of tech and 45 mins. of P.E.)	While not preferred, T2/T3 students may be pulled out for AIS services if needed
Learning Labs	All tiers 1-3, targeted and tailored instruction based on student need	Small Group Instruction	45 Minutes Daily	Many students receive AIS services during learning labs
Academic Intervention Services (AIS)	Tiers 2 and 3, Acceleration and Foundational Skill Building	Small Group Instruction, Groups of < 6 students	90 Minutes Weekly of ELA and/or Math	Delivered as a push in or pull out support

## AIS Cycle



- **Data Cycles**

1. Proactively monitor and respond to data:
  - a. Student Individual Learner Profiles and on-going use and ownership of the plans;
  - b. Daily exit tickets and debriefs; and
  - 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; and
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.

### **Strategic Approach for Content Knowledge Building and Implementation of New Curriculum**

- **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](#); and
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;
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 \(PD\)](#); and
  6. Clearer alignment and coherence of the tools leaders use to provide feedback and support. ([Get Better Faster](#) and Instructional Practice Guide rubrics [IPG](#))
  7. Merrick Academy had two ELA coaches in 2019-20, which were terminated after the 2019-20 school year due to budget constraints, requiring a heavier lift for our Assistant Principal responsible for ELA. The school, reconsidering the need of coaches, has hired an ELA coach for 2021-2022.
- **Strong Start**
    1. “All hands on deck” approach to building routines and rituals that build Socio-emotional learning through strong academic practices; and
    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 breadth**
  - **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

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS



## Goal 2: Mathematics

### BACKGROUND

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.

### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

IN THE 2020-21 SCHOOL YEAR, MERRICK ACADEMY ADMINISTERED THREE I-READY MATHEMATICS ASSESSMENT EXAMS TO STUDENTS IN ALL GRADES, WITH THE EXCEPTION OF KINDERGARTEN, WHICH WAS ONLY GIVEN THE SECOND AND THIRD ASSESSMENT.

i-Ready Diagnostic describes<sup>4</sup> its services for math as an effective, research-based, web-based diagnostic assessment for students in grades K–12. Using a compatible computer with internet access and a headset, students take the online Diagnostic that assesses overall performance and sub-skill levels. i-Ready's sophisticated computer adaptive algorithms ensure learners are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting more or less challenging as needed—to complete the diagnosis and identify each child's performance level. The adaptive nature of the assessment meets students at their own skill level, so they experience success as well as challenge while i-Ready accurately measures their mastery of New York State Learning Standards.

i-Ready includes a powerful management and reporting suite for delivery of essential performance information at the district, school, class, and student/group levels. Actionable, real-time reports guide educators in identifying the instructional needs and abilities of individual students and

---

<sup>4</sup> <http://www.nysed.gov/common/nysed/files/iready-slo-assessment-form-c-and-h.pdf>.

instructional groups, and also include explicit next steps for remediating areas of academic weakness.

The i-Ready Diagnostic is strongly aligned to the New York State Learning Standards for math. The independent Educational Research Institute of America conducted a research study evaluating the relationship between i-Ready Diagnostic and the 2016 New York State end-of-year assessments. The research found a high correlation between i-Ready Diagnostic and the New York State assessments. i-Ready was also shown to accurately predict end-of-year proficiency rates based on students' fall, winter, and spring Diagnostic performance. The strong correlations between the spring i-Ready Diagnostic and the 2016 New York State assessments—with overall correlations of .84 for mathematics for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 threshold for correlations. Curriculum Associates partnered with leading academics to develop a regression-based model for predicting New York State Assessment proficiency rates. i-Ready proficiency prediction from fall, winter, and spring Diagnostic results proved to be highly accurate and remarkably consistent with observed (actual) NYSTP proficiency rates—often within one percent of observed proficiency for the sample. Plus, i-Ready accurately identified individual student needs on the standards to drive targeted instruction—both student- and teacher-led.

**Summary of the school's modality changes during 2020-21:** Similar to many NYC charter schools, Merrick Academy's program was fully remote in 2020-21. However, we did open a Learning Center at our building with “student pods” run by operational staff to support our highest need students, such as those living in temporary housing, requiring child care as their parents were essential workers, students who did not have a parent at home that spoke English and could effectively support them in completing remote instruction; and, high need special education students, often those who required a 1:1 paraprofessional as mandated by their Individualized Education Plans. The Learning Center opened in December 2020 and served 120 students through June 2021.

The school's remote schedule offered professional development for teachers every Wednesday afternoon for 3 hours. The professional development provided was led by the CAO/Principal, Assistant Principal of Mathematics, Assistant Principal of ELA, and the Director of Student Support Services. The Director of Student Support Services is responsible for social emotional learning at Merrick and manages special education and supports students who are below grade level. Professional development was also provided by an ELA consultant, Math consultant, DEIA consultant, STEAM consultant and ANet, who provided data training to teachers.

The school also served 270 students during a summer program, which was 50% academically focused and both prioritized students whose i-Ready results indicated they were below grade level and included emerging kindergarten students. The summer program was run and operated by the school, to ensure health and safety protocol were followed.

## RESULTS AND EVALUATION

End of Year Performance on 2020-21 i-Ready Mathematics Assessment  
By All Students and Students Enrolled in At Least Their Second Year

Grade s	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	21%	76	23.5%	68
4	16%	85	17.6%	74
5	26%	93	25.6%	86
All	21%	254	22.4%	228

In the 2020-21 school year, Merrick Academy did not achieve its absolute measure of 75% of 3rd through 5th grade students enrolled in at least their second year at the school performing at or above grade level standards on the mathematics assessment. Overall, 22.4% of students enrolled at the school for two or more years performed at or above grade level on the i-Ready spring mathematics assessment, over one percentage point above the school average for all 3<sup>rd</sup> through 5<sup>th</sup> grade students.

Merrick Academy’s 5th grade had the highest percentage of students attending the school for two or more years performing at or above grade level on the i-Ready spring mathematics assessment. Third grade students enrolled at the school for at least two years had a higher percentage of students performing at or above grade level compared to all 3rd grade, 23.5% compared to 21%. This trend of students enrolled at the school for at least two years having a higher percentage of students performing at or above grade level on the i-Ready mathematics spring assessment continued at the 4<sup>th</sup> grade and when assessing the all 3rd through 5th grade students.

Percentage of Merrick Academy Students Performing at the Mid/Above Level on the i-Ready Mathematics Assessment						
Grade	2019-20			2020-21		
	Fall Assessment	Winter Assessment	Spring Assessment	Fall Assessment	Winter Assessment	Spring Assessment
K	N/A	19%	89%	N/A	89%	67%
1st	2%	10%	68%	26%	34%	37%
2nd	1%	10%	43%	21%	25%	27%
3rd	1%	5%	28%	5%	10%	21%
4th	1%	11%	48%	5%	7%	16%
5th	5%	7%	19%	5%	13%	26%

Comparing the results of the 2019-20 school year mathematics i-Ready assessments to the 2020-21 assessments yields several interesting results. First, as described above and addressed again below, i-Ready updated their national norms in August 2020, resulting in students needing to score higher on the 2020-21 assessments to be considered at or above grade level compared to previous years. Also, in the 2020-21 school year, i-Ready’s fall norming window was moved up from the beginning of the school year through November 30 to the beginning of the school year through



November 15. Couple these changes in i-Ready assessment analysis with the shifting learning models students have been subjected to during COVID-19, it could logically be expected that the percentage of students performing at or above grade level on the fall mathematics assessment would have been higher in the pre-COVID 2019-20 school year compared to the fall 2020-21 assessment. However, except for Merrick Academy's 5th grade, which had the same percentage of students performing at or above grade level in the 2019-20 and 2020-21 school years, each grade level tested on the fall 2020-21 mathematics assessment had a higher percentage of students performing at or above grade level compared to the fall assessment administered in the 2019-20 school year. Impressively, Merrick Academy's 1st and 2nd grade had a higher percentage of students performing at or above grade level, 24- and 20-percentage-points respectively, compared to the 1st and 2nd grade in the 2019-20 school year.

Similarly, except for the school's 4th grade, the percentage of Merrick Academy students performing at or above grade level on the winter i-Ready mathematics assessment was higher in the 2020-21 school year compared to the 2019-20 school year. Like the 2019-20 school year fall assessment, the 2019-20 winter assessment was unaffected by COVID-19, as the school's transformation to remote learning post-dates the end of the winter norming window. The most impressive growth on the winter assessment occurred in kindergarten, where the percentage of students performing at or above grade level between the 2019-20 and 2020-21 school years grew by 70-percentage points. Also impressive was the results among the school's 1st and 2nd grades, where there was a 24- and 15-percentage point increase, respectively, in the percentage of students performing at or above grade level on the winter assessment.

When assessing longitudinal growth, each cohort of students who took the fall mathematics assessment in the 2019-20 school year showed growth when they took the fall assessment the next grade level up in the 2020-21 school year. The cohort showing the largest increase in the percentage of students performing at or above grade level between the 2019-20 and 2020-21 school years was the cohort who took the fall mathematics assessment as 2nd graders in the 2020-21 school year. From the 2019-20 school year, when they took the fall mathematics assessment as 1st graders to the 2020-21 school year, when they took the fall assessment as 2nd graders, the percentage of students performing at or above grade level in this cohort increased 19-percentage points. There was also significant longitudinal growth among the cohort of students who took the fall mathematics assessment as 2nd, 3rd, and 4th graders in 2019-20 when they took the assessment as 3rd, 4th, and 5th graders in 2020-21, a four-percentage point improvement among each cohort of students.

On the winter mathematics i-Ready assessment, there was longitudinal growth at each measurable grade, except for the cohort of students who took the winter assessment as 2nd graders in the 2019-20 school year when they took the assessment as 3rd graders in the 2020-21 school year. The greatest longitudinal increase among student cohorts between the i-Ready winter 2019-20 assessment and the 2020-21 assessment occurred in the cohorts of students who took the 2019-20 winter assessment as kindergarteners and 1st graders when they took the winter mathematics assessment as first and second graders in the 2020-21 school year, a 15-percentage point increase. Similarly impressive growth occurred among the cohort of students who took the winter assessment as 3rd grade students in the 2019-20 school year when they took the assessment as 4th grade students in the 2020-21 school year, as well as among the cohort of students who took the

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

assessment as 4th graders in the 2019-20 school year when they took the assessment as 5th grade students in the 2020-21 school year.

### End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Goal: Students will grow at a normed rate according to beginning of the year baseline score  
(Median Percent Annual Growth of 100% or more)

Grade s	Median Percent of Annual Typical Growth	Number Tested
3	47%	76
4	39%	85
5	67%	93
All	50%	254

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students growing at a median percent annual growth of 100% or more.

<b>Median Annual Typical Growth Percentage on i-Ready Spring Mathematics Diagnostic</b>		
<b>Goal: Growth of students with low initial absolute achievement is greater than the target, median percent annual growth of 110% or more.</b>		
Grade Level	2019-2020	2020-2021
1 <sup>st</sup>	358%	144%
2 <sup>nd</sup>	174%	82.5%
3 <sup>rd</sup>	120%	63%
4 <sup>th</sup>	171%	30%
5 <sup>th</sup>	113%	75%
<b>Total</b>	<b>154%</b>	<b>59%</b>
<b>3rd-5th Grade Total</b>	<b>144%</b>	<b>42%</b>

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students with low initial absolute achievement attaining a median percent annual growth of 110% or more on the spring assessment. Of all the grades eligible for assessment of this goal, only the school's 1st grade exceeded the annual growth goal of 110%.

<b>Median Annual Typical Growth Percentage on i-Ready Spring Mathematics Diagnostic</b>				
<b>Goal: Growth of students with disabilities is greater than the growth of general education students.</b>				
Grade Level	2019-2020		2020-2021	
	All	Students with Disabilities	All	Students with Disabilities



<b>K</b>	208%	159%	54%	28%
<b>1<sup>st</sup></b>	224%	183%	50%	74%
<b>2<sup>nd</sup></b>	144%	85%	50%	32%
<b>3<sup>rd</sup></b>	104%	55%	40%	78%
<b>4<sup>th</sup></b>	139%	144%	57%	0%
<b>5<sup>th</sup></b>	83%	105%	72%	56%
<b>Total</b>	144%	128%	53%	39%
<b>3rd-5th Grade Total</b>	108%	105%	57%	35.4%

In the 2020-21 school year, Merrick Academy did not meet its growth goal of having the percentage of students with disabilities in the 3rd through 5th grades performing at or above grade level be greater than the growth of the school’s general education 3rd through 5th grade students between the fall and spring mathematics assessments. Looking at all 3rd through 5th grade students, the growth of general education students on the i-Ready Spring mathematics diagnostic was 57% compared to the fall assessment. For the cohort of 3rd through 5th grade students identified as having a disability, the growth was only 35.4%. Among all grade levels assessed, the school’s 1st and 3rd grades’ students with disabilities showed greater growth on the i-Ready mathematics diagnostic between the fall and spring assessments when compared to the school’s general education students.

Merrick did administer the NYS Mathematics Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## ADDITIONAL CONTEXT AND EVIDENCE

Studies have found that the pandemic has had the most negative effect on student achievement in mathematics. United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>.

(“This and other early reports suggest that trends may vary by subject, with math skills generally slipping more than reading, perhaps substantially so.”).

Indeed, a July 2021 report by McKinsey & Company found that on average the pandemic left students five months behind in math. The report further noted that “The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest. In math, students in majority Black schools ended the year with six months of unfinished learning, students in low-income schools with seven. McKinsey & Company, *COVID-19 and Education: The Lingering Effects of Unfinished Learning*, July 27, 2021, available at <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>.

Compounding the impact that COVID-19 has had on learning and academic achievement, the national norms that i-Ready uses to assess student achievement were updated in August 2020 and are currently based on data from the 2018-19 school year. Curriculum Associate Research Report, *i-Ready Diagnostic National Norms Tables for Reading and Mathematics for Grades K-8 2020-21*, August 2020, available at: <https://www.fldoe.org/core/fileparse.php/7539/urlt/iready-norms->

tables-K-8-2020.pdf. In other words, the norms that are now being used to assess student achievement do not take into consideration the disruption in the traditional learning model most students in this country have experienced during the last 18-months. In fact, the norms used this year are more stringent than those used for the 2019-20 school year, resulting in students being expected to achieve at a higher level, while having experienced 18-months of academic disruption because of COVID-19.

Merrick Academy had one Math coach in 2019-20, who was terminated after the 2019-20 school year due to budget constraints, requiring a heavier lift for our Assistant Principal responsible for Math. The school, reconsidering the need of coaches, has hired an ELA and a Math coach for 2021-2022.

### SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the 2020-21 school year, Merrick did not meet its mathematics assessment goals. However, given the ongoing pandemic and the impact it has had on academic achievement, particularly among the student population that Merrick serves, the school’s mathematics assessment results should be considered satisfactory. As described in detail in the action plan below, we intend to close the achievement gaps created by the pandemic, so long as we are able to maintain in-person learning for the entirety of the 2021-22 school year.

2020-21 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	254	50%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	254	42%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or	Students with disabilities <sup>5</sup>	57% <sup>6</sup>	66	34.5%	No

<sup>5</sup> 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

<sup>6</sup> 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

greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.					
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	228	22.4%	No

## ACTION PLAN

The School will be implementing the following initiatives during the 2021-22 school year to improve student achievement in math: 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; and
- 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.

Our theory of action, which is based on research, case studies, school visits, and interrogations, 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; and
- 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).

---

reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.



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.
- **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 for Math Block; and
  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; and

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.

Please see Academic Intervention slides provided above for ELA, that describes Merrick’s approach to high-dosage tutoring.

For math, the curriculum and time planned for students at-risk of meeting standards is the following:

- Zearn
- Up to 90 minutes a week for at-risk/qualifying students
- **Data Cycles**
  1. Proactively monitor and respond to data:
    - a. Student Individual Learner Profiles and on-going use and ownership of the plans;
    - b. Daily exit tickets and debriefs; and
    - 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.

### **Strategic Approach for Content Knowledge Building and Implementation of New Curriculum**

- **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](#); and
  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;
    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 \(PD\)](#); and
    6. Clearer alignment and coherence of the tools leaders use to provide feedback and support. ([Get Better Faster](#) and Instructional Practice Guide rubrics [IPG](#)).
    7. Merrick Academy had one Math coach in 2019-20, which the school was able to retain after the 2019-20 school year due to budget constraints, requiring a heavier lift for our Assistant Principal responsible for Math. The school, reconsidering the need of coaches, has hired a Math coach for 2021-2022.
  - **Strong Start**
    1. “All hands on deck” approach to building routines and rituals that build Socio-emotional learning through strong academic practices; and
    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

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE 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.

#### METHOD

Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year.

#### RESULTS AND EVALUATION

Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year. Merrick did administer the NYS Science Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## ADDITIONAL CONTEXT AND EVIDENCE

Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year.

## SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year. Merrick did administer the NYS Science Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## 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, with dedicated STEAM blocks built into the 2021-22 school schedule. In the 2020-21 school year, steps towards this mission will include science infused into mathematics and humanities instruction and the addition of a STEAM expert consultant, who will, in particular, train the Science Teacher, and who will oversee the program.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

Merrick Academy was in good standing pursuant to the state's ESSA accountability system in the 2020-21 school year.

## ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing



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

<b>Charter School Name:</b>	Merrick Academy - Queens Public Charter School
<b>Audit Period:</b>	2020-21
<b>Prior Period:</b>	2019-20
<b>Report Due Date:</b>	Monday, November 1, 2021
<b>School Fiscal Contact Name:</b>	Adrian Manuel
<b>School Fiscal Contact Email:</b>	[REDACTED]
<b>School Fiscal Contact Phone:</b>	[REDACTED]
<b>School Audit Firm Name:</b>	BKD
<b>School Audit Contact Name:</b>	Joe Blatt
<b>School Audit Contact Email:</b>	[REDACTED]
<b>School Audit Contact Phone:</b>	[REDACTED]

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

Online Portal: <https://my.ep.centemow.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."

*If not included, state the reason(s) below. Or, if not applicable fill in "N/A":*

4) Management Letter	n/a
5) Management Letter Response	n/a
6) Form 990; or Extension Form 8868	extension prepared
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	n/a
8) Corrective Action Plan	n/a

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 3,213,225	\$ 2,562,862
Grants and contracts receivable	24,425	173,156
Accounts receivables	-	-
Prepaid expenses	102,243	101,440
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>3,339,893</b>	<b>2,837,458</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>1,062,536</b>	<b>715,954</b>
<b><u>OTHER ASSETS</u></b>	<b>127,770</b>	<b>127,770</b>
<b>TOTAL ASSETS</b>	<b>4,530,199</b>	<b>3,681,182</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 294,940	\$ 157,012
Accrued payroll and benefits	792,927	752,002
Deferred Revenue	17,220	25,223
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	459,518
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>1,105,087</b>	<b>1,393,755</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	126,505	184,877
All other long-term debt and notes payable, net current maturities	-	737,015
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>126,505</b>	<b>921,892</b>
<b>TOTAL LIABILITIES</b>	<b>1,231,592</b>	<b>2,315,647</b>
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	3,298,607	1,365,535
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	<b>3,298,607</b>	<b>1,365,535</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>4,530,199</b>	<b>3,681,182</b>

CK - Should be zero

-

-



**MERR CK ACADEMY - QUEENS PUBL C CHARTER SCHOOL**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GRANTS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 9,534,157	\$ -	\$ 9,534,157	\$ 8,803,300
Students with disabilities	1,514,496	-	1,514,496	1,479,114
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and DEA	330,704	-	330,704	231,169
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GRANTS AND OTHER SUPPORT</b>	<b>11,379,357</b>	<b>-</b>	<b>11,379,357</b>	<b>10,513,583</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 5,769,702	\$ -	\$ 5,769,702	\$ 5,916,097
Special Education	3,371,092	-	3,371,092	2,739,896
Other Programs	-	-	-	-
Total Program Services	9,140,794	-	9,140,794	8,655,993
Management and general	1,552,187	-	1,552,187	1,603,612
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>10,692,981</b>	<b>-</b>	<b>10,692,981</b>	<b>10,259,605</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>686,376</b>	<b>-</b>	<b>686,376</b>	<b>253,978</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	49,458	-	49,458	-
Fundraising	-	-	-	-
Interest income	177	-	177	288
Miscellaneous income	1,204,975	-	1,204,975	31,996
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>1,254,610</b>	<b>-</b>	<b>1,254,610</b>	<b>32,284</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,940,986</b>	<b>-</b>	<b>1,940,986</b>	<b>286,262</b>
NET ASSETS BEGINNING OF YEAR	1,365,535	-	1,365,535	1,079,273
PROVIDED FOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 3,306,521</b>	<b>\$ -</b>	<b>\$ 3,306,521</b>	<b>\$ 1,365,535</b>

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**

**Statement of Cash Flows**

**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 1,940,986	\$ 286,262
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	398,969	322,613
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	108,983	66,400
Prepaid Expenses	(803)	(18,084)
Accounts Payable	81,456	(37,635)
Accrued Expenses	40,925	(25,259)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	(58,372)	(36,698)
Deferred Revenue	(15,917)	25,223
Interest payments	8,442	-
Bad Debt	39,748	-
Forgiveness of Loan	(1,204,975)	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 1,339,442</b>	<b>\$ 582,822</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(689,079)	(245,557)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (689,079)</b>	<b>\$ (245,557)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	1,196,533
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ 1,196,533</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 650,363</b>	<b>\$ 1,533,798</b>
Cash at beginning of year	2,562,862	1,029,064
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 3,213,225</b>	<b>\$ 2,562,862</b>

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21					2019-20				
		Program Services					Supporting Services				
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	Total	
<b>Personnel Services Costs</b>		\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	11.00	468,939	293,087	-	762,026	-	410,322	410,322	1,172,348	1,538,310	
Instructional Personnel	53.00	2,737,250	1,645,843	-	4,383,093	-	-	-	4,383,093	3,973,507	
Non-instructional Personnel	25.00	-	-	-	-	-	479,504	479,504	479,504	357,494	
Total Salaries and Staff	89.00	3,206,189	1,938,930	-	5,145,119	-	889,826	889,826	6,034,945	5,869,311	
Fringe Benefits & Payroll Taxes		933,707	564,656	-	1,498,363	-	119,494	119,494	1,617,857	1,547,488	
Retirement		-	-	-	-	-	-	-	-	-	
Management Company Fees		-	-	-	-	-	-	-	-	-	
Legal Service		-	-	-	-	-	88,518	88,518	88,518	37,343	
Accounting / Audit Services		-	-	-	-	-	150,384	150,384	150,384	159,810	
Other Purchased / Professional / Consulting Services		177,485	91,165	-	268,650	-	102,829	102,829	371,479	505,280	
Building and Land Rent / Lease / Facility Finance interest		485,157	293,397	-	778,554	-	62,089	62,089	840,643	831,145	
Repairs & Maintenance		59,786	36,155	-	95,941	-	7,651	7,651	103,592	87,609	
Insurance		52,996	32,049	-	85,045	-	6,782	6,782	91,827	54,029	
Utilities		65,685	39,723	-	105,408	-	8,406	8,406	113,814	109,461	
Supplies / Materials		127,043	36,737	-	163,780	-	3,313	3,313	167,093	161,506	
Equipment / Furnishings		11,886	7,188	-	19,074	-	1,521	1,521	20,595	9,869	
Staff Development		178,692	68,290	-	246,982	-	10,027	10,027	257,009	198,555	
Marketing / Recruitment		27,325	8,065	-	35,390	-	765	765	36,155	27,254	
Technology		27,119	16,400	-	43,519	-	3,470	3,470	46,989	45,601	
Food Service		-	-	-	-	-	-	-	-	-	
Student Services		34,360	7,160	-	41,520	-	-	-	41,520	45,518	
Office Expense		93,410	56,489	-	149,899	-	11,954	11,954	161,853	170,553	
Depreciation		230,255	139,246	-	369,501	-	29,468	29,468	398,969	322,613	
OT / ER		58,607	35,442	-	94,049	-	55,690	55,690	149,739	76,660	
<b>Total Expenses</b>		\$ 5,769,702	\$ 3,371,092	\$ -	\$ 9,140,794	\$ -	\$ 1,552,187	\$ 1,552,187	\$ 10,692,981	\$ 10,259,605	



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

Charter School Name:	Merrick Academy - Queens Public Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Adrian Manuel
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	BKD
School Audit Contact Name:	Joe Blatt
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**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	extension prepared
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	n/a
8) Corrective Action Plan	n/a

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ 3,213,225	\$ 2,562,862
Grants and contracts receivable	24,425	173,156
Accounts receivables	-	-
Prepaid expenses	102,243	101,440
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	<b>3,339,893</b>	<b>2,837,458</b>
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	<b>1,062,536</b>	<b>715,954</b>
<b><u>OTHER ASSETS</u></b>	<b>127,770</b>	<b>127,770</b>
<b>TOTAL ASSETS</b>	<b>4,530,199</b>	<b>3,681,182</b>
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ 294,940	\$ 157,012
Accrued payroll and benefits	792,927	752,002
Deferred Revenue	9,306	25,223
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	459,518
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	<b>1,097,173</b>	<b>1,393,755</b>
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	126,505	184,877
All other long-term debt and notes payable, net current maturities	-	737,015
<b>TOTAL LONG-TERM LIABILITIES</b>	<b>126,505</b>	<b>921,892</b>
<b>TOTAL LIABILITIES</b>	<b>1,223,678</b>	<b>2,315,647</b>
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	3,306,521	1,365,535
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	<b>3,306,521</b>	<b>1,365,535</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>4,530,199</b>	<b>3,681,182</b>

CK - Should be zero

-

-

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 9,534,157	\$ -	\$ 9,534,157	\$ 8,803,300
Students with disabilities	1,514,496	-	1,514,496	1,479,114
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	330,704	-	330,704	231,169
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>11,379,357</b>	<b>-</b>	<b>11,379,357</b>	<b>10,513,583</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 5,769,702	\$ -	\$ 5,769,702	\$ 5,916,097
Special Education	3,371,092	-	3,371,092	2,739,896
Other Programs	-	-	-	-
Total Program Services	9,140,794	-	9,140,794	8,655,993
Management and general	1,552,187	-	1,552,187	1,603,612
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>10,692,981</b>	<b>-</b>	<b>10,692,981</b>	<b>10,259,605</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>686,376</b>	<b>-</b>	<b>686,376</b>	<b>253,978</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	49,458	-	49,458	-
Fundraising	-	-	-	-
Interest income	177	-	177	288
Miscellaneous income	1,204,975	-	1,204,975	31,996
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>1,254,610</b>	<b>-</b>	<b>1,254,610</b>	<b>32,284</b>
<b>CHANGE IN NET ASSETS</b>	<b>1,940,986</b>	<b>-</b>	<b>1,940,986</b>	<b>286,262</b>
NET ASSETS BEGINNING OF YEAR	1,365,535	-	1,365,535	1,079,273
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 3,306,521</b>	<b>\$ -</b>	<b>\$ 3,306,521</b>	<b>\$ 1,365,535</b>



**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 1,940,986	\$ 286,262
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	398,969	322,613
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	108,983	66,400
Prepaid Expenses	(803)	(18,084)
Accounts Payable	81,456	(37,635)
Accrued Expenses	40,925	(25,259)
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	(58,372)	(36,698)
Deferred Revenue	(15,917)	25,223
Interest payments	8,442	-
Bad Debt	39,748	-
Forgiveness of Loan	(1,204,975)	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 1,339,442</b>	<b>\$ 582,822</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(689,079)	(245,557)
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (689,079)</b>	<b>\$ (245,557)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	1,196,533
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ 1,196,533</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 650,363</b>	<b>\$ 1,533,798</b>
Cash at beginning of year	2,562,862	1,029,064
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 3,213,225</b>	<b>\$ 2,562,862</b>

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Statement of Functional Expenses**  
**as of June 30, 2021**

	No. of Positions	2020-21					2019-20		
		Program Services		Fund-raising	Supporting Services Management and	Total	Total	Total	Total
		Regular Education	Special Education						
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	11.00	468,939	293,087	-	762,026	-	410,322	1,172,348	1,538,310
Instructional Personnel	53.00	2,737,250	1,645,843	-	4,383,093	-	-	4,383,093	3,973,507
Non-Instructional Personnel	25.00	-	-	-	-	-	479,504	479,504	357,494
Total Salaries and Staff	89.00	3,206,189	1,938,930	-	5,145,119	-	889,826	6,034,945	5,869,311
Fringe Benefits & Payroll Taxes		933,707	564,656	-	1,498,363	-	119,494	1,617,857	1,547,488
Retirement		-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	88,518	88,518	37,343
Accounting / Audit Services		-	-	-	-	-	150,384	150,384	159,810
Other Purchased / Professional / Consulting Services		177,485	91,165	-	268,650	-	102,829	371,479	505,280
Building and Land Rent / Lease / Facility Finance Interest		485,157	293,397	-	778,554	-	62,089	840,643	831,145
Repairs & Maintenance		59,786	36,155	-	95,941	-	7,651	103,592	87,609
Insurance		52,996	32,049	-	85,045	-	6,782	91,827	54,029
Utilities		65,685	39,723	-	105,408	-	8,406	113,814	109,461
Supplies / Materials		127,043	36,737	-	163,780	-	3,313	167,093	161,506
Equipment / Furnishings		11,886	7,188	-	19,074	-	1,521	20,595	9,869
Staff Development		178,692	68,290	-	246,982	-	10,027	257,009	198,555
Marketing / Recruitment		27,325	8,065	-	35,390	-	765	36,155	27,254
Technology		27,119	16,400	-	43,519	-	3,470	46,989	45,601
Food Service		-	-	-	-	-	-	-	-
Student Services		34,360	7,160	-	41,520	-	-	41,520	45,518
Office Expense		93,410	56,489	-	149,899	-	11,954	161,853	170,553
Depreciation		230,255	139,246	-	369,501	-	29,468	398,969	322,613
OTHER		58,607	35,442	-	94,049	-	55,690	149,739	76,660
Total Expenses		\$ 5,769,702	\$ 3,371,092	\$ -	\$ 9,140,794	\$ -	\$ 1,552,187	\$ 10,692,981	\$ 10,259,605



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

**TEMPLATE TABS**




**1- GRAY tab contains the Instructions**

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

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

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

**CELL COLORS & GUIDANCE COMMENTS**

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

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



**ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE**

**Merrick Academy - Queens Public Charter School**

**SCHOOL**

<b>Name:</b>	Merrick Academy - Queens Public Charter School
--------------	--

**CONTACT INFORMATION**

<b>Contact Name:</b>	Tasha Miller
<b>Contact Title:</b>	Associate Director of Operations
<b>Contact Email:</b>	[REDACTED]
<b>Contact Phone:</b>	[REDACTED]

**REPORT PERIOD**

<b>Current Academic Year:</b>	2021-22
<b>Prior Academic Year:</b>	2020-21

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL  
2021-22

ENROLLMENT BY GRADES

GRADES	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT	91.2	94.05	106.4	111.15	81							
TOTAL ENROLLMENT = 575												

ENROLLMENT BY DISTRICT

PRIOR YEAR ACTUAL	ANNUAL BUDGET								ACTUAL QUARTERLY			
	TOTAL DISTRICTS/ENROLLMENT BY QUARTER				TOTAL DISTRICTS/ENROLLMENT				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual	Actual	Actual	Actual
0	Original	Original	Original	Original	Original	Original	Original	Original	0	0	0	0
0	Revised	Revised	Revised	Revised	Revised	Revised	Revised	Revised	0	0	0	0
	575	575	575	575	575	575	575	575	0	0	0	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	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
	ENROLLMENT BY QUARTER				ENROLLMENT BY QUARTER				QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4	Actual	Actual	Actual	Actual
0	Original	Original	Original	Original	Original	Original	Original	Original	0	0	0	0
0	Revised	Revised	Revised	Revised	Revised	Revised	Revised	Revised	0	0	0	0
	575	575	575	575	575	575	575	575	0	0	0	0

1 PRIMARY/OTHER DISTRICT NAME(S)  
 2 SECONDARY District



PRIMARY/OTHER	DISTRICT NAME(S)

PRIOR YEAR	
2020-21	
	Actual Enrollment

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

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

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL  
2021-22

STAFFING PLAN FULL TIME EQUIVALENT ( FTE )

*NOTE: Enter the number of FTE positions in the "Blue" cells.	PRIOR YEAR 2020-21 ACTUAL	*NOTE: If there are NO budget revisions at the time of quarterly submission leave the "REVISED" Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" Budget columns for the affected quarters 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 persons' FTE levels.			
		ADMINISTRATIVE PERSONNEL FTE		ANNUAL BUDGETED FTE		Q3		Q4				ACTUAL QUARTERLY FTE		Description of Assumptions
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
Administrative Staff	0.0	18.0	0.0	18.0	0.0	18.0	0.0	18.0	0.0	0.0	0.0	0.0	0.0	
TOTAL ADMINISTRATIVE STAFF	0.0	18.0	0.0	18.0	0.0	18.0	0.0	18.0	0.0	0.0	0.0	0.0	0.0	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
Instructional Staff	0.0	57.0	0.0	57.0	0.0	57.0	0.0	57.0	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	0.0	57.0	0.0	57.0	0.0	57.0	0.0	57.0	0.0	0.0	0.0	0.0	0.0	
		Original	Revised	Original	Revised	Original	Revised	Original	Revised	Q1 Actual	Q2 Actual	Q3 Actual	Q4 Actual	
Non-Instructional Staff	0.0	84.0	0.0	84.0	0.0	84.0	0.0	84.0	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	84.0	0.0	84.0	0.0	84.0	0.0	84.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	0.0	141.0	0.0	141.0	0.0	141.0	0.0	141.0	0.0	0.0	0.0	0.0	0.0	



**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>Total Revenue</b>	-	3,027,213	-	3,027,213	-	3,110,863	-	3,110,863	-	3,027,213	-	3,027,213	-
<b>Total Expenses</b>	-	2,519,394	-	2,755,187	-	3,081,980	-	3,081,980	-	3,548,546	-	3,548,546	-
<b>Net Income</b>	-	507,818	-	272,025	-	28,882	-	28,882	-	(521,334)	-	(521,334)	-
<b>Actual Student Enrollment</b>	-	575	-	575	-	575	-	575	-	575	-	575	-
<b>EXPENSES</b>													
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>													
	Avg. No. of Positions	55,462	-	47,538	-	55,462	-	55,462	-	47,538	-	47,538	-
Executive Management	1.00	112,536	-	96,459	-	112,536	-	112,536	-	96,459	-	96,459	-
Instructional Management	3.00	184,263	-	157,939	-	184,263	-	184,263	-	157,939	-	157,939	-
Deans, Directors & Coordinators	10.00	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	47,993	-	41,137	-	47,993	-	47,993	-	41,137	-	41,137	-
Operation / Business Manager	2.00	29,615	-	25,385	-	29,615	-	29,615	-	25,385	-	25,385	-
Administrative Staff	2.00	429,868	-	368,458	-	429,868	-	429,868	-	368,458	-	368,458	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>18.00</b>												
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	27.00	269,086	-	538,172	-	627,867	-	627,867	-	896,953	-	896,953	-
Teachers - SPED	12.00	125,024	-	250,048	-	291,722	-	291,722	-	416,746	-	416,746	-
Substitute Teachers	1.00	6,255	-	14,594	-	20,849	-	20,849	-	20,849	-	20,849	-
Teaching Assistants	4.00	18,574	-	37,148	-	43,340	-	43,340	-	61,914	-	61,914	-
Specialty Teachers	11.00	95,246	-	190,492	-	222,240	-	222,240	-	317,486	-	317,486	-
Aides	-	21,766	-	43,532	-	50,787	-	50,787	-	72,553	-	72,553	-
Therapists & Counselors	2.00	230,047	-	41,483	-	48,397	-	48,397	-	41,483	-	41,483	-
Other	-	765,997	-	1,113,384	-	1,298,947	-	1,298,947	-	1,827,984	-	1,827,984	-
<b>TOTAL INSTRUCTIONAL</b>	<b>57.00</b>												
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	4.00	41,605	-	35,661	-	41,605	-	41,605	-	35,661	-	35,661	-
Security	2.00	22,313	-	19,125	-	22,313	-	22,313	-	19,125	-	19,125	-
Other	3.00	16,154	-	13,846	-	16,154	-	16,154	-	13,846	-	13,846	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>9.00</b>	<b>80,071</b>	<b>-</b>	<b>68,632</b>	<b>-</b>	<b>80,071</b>	<b>-</b>	<b>80,071</b>	<b>-</b>	<b>68,632</b>	<b>-</b>	<b>68,632</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>84.00</b>	<b>1,275,936</b>	<b>-</b>	<b>1,550,474</b>	<b>-</b>	<b>1,808,887</b>	<b>-</b>	<b>1,808,887</b>	<b>-</b>	<b>2,265,075</b>	<b>-</b>	<b>2,265,075</b>	<b>-</b>
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes	-	102,075	-	124,038	-	144,711	-	144,711	-	181,206	-	181,206	-
Fringe / Employee Benefits	-	277,608	-	237,950	-	277,608	-	277,608	-	237,950	-	237,950	-
Retirement / Pension	-	56,346	-	48,296	-	56,346	-	56,346	-	48,296	-	48,296	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>436,029</b>	<b>-</b>	<b>410,284</b>	<b>-</b>	<b>478,665</b>	<b>-</b>	<b>478,665</b>	<b>-</b>	<b>467,452</b>	<b>-</b>	<b>467,452</b>	<b>-</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>-</b>	<b>1,711,965</b>	<b>-</b>	<b>1,960,759</b>	<b>-</b>	<b>2,287,552</b>	<b>-</b>	<b>2,287,552</b>	<b>-</b>	<b>2,732,527</b>	<b>-</b>	<b>2,732,527</b>	<b>-</b>
<b>CONTRACTED SERVICES</b>													
Accounting / Audit	-	32,500	-	32,500	-	32,500	-	32,500	-	54,090	-	54,090	-
Legal	-	25,000	-	25,000	-	25,000	-	25,000	-	25,000	-	25,000	-
Management Company Fee	-	6,250	-	6,250	-	6,250	-	6,250	-	6,250	-	6,250	-
Nurse Services	-	2,573	-	2,573	-	2,573	-	2,573	-	2,573	-	2,573	-
Food Service / School Lunch	-	13,000	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	13,000	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	120,065	-	120,065	-	120,065	-	120,065	-	120,065	-	120,065	-
Other Purchased / Professional / Consulting	-	199,388	-	186,388	-	186,388	-	186,388	-	207,978	-	207,978	-
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>199,388</b>	<b>-</b>	<b>186,388</b>	<b>-</b>	<b>186,388</b>	<b>-</b>	<b>186,388</b>	<b>-</b>	<b>207,978</b>	<b>-</b>	<b>207,978</b>	<b>-</b>

**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>Total Revenue</b>	3,027,213	-	-	3,027,213	-	-	3,110,863	-	-	3,027,213	-	-
<b>Total Expenses</b>	2,519,394	-	-	2,755,187	-	-	3,081,980	-	-	3,548,546	-	-
<b>Net Income</b>	507,818	-	-	272,025	-	-	28,882	-	-	(521,334)	-	-
<b>Actual Student Enrollment</b>	575	-	-	575	-	-	575	-	-	575	-	-
<b>Prior Year Actual 2020-21 Revenue Per Pupil</b>												
<b>SCHOOL OPERATIONS</b>												
Board Expenses	2,718	-	-	2,718	-	-	2,718	-	-	2,718	-	-
Classroom / Teaching Supplies & Materials	16,156	-	-	16,156	-	-	16,156	-	-	16,156	-	-
Special Ed Supplies & Materials	10,000	-	-	10,000	-	-	10,000	-	-	10,000	-	-
Textbooks / Workbooks	2,550	-	-	2,550	-	-	2,550	-	-	2,550	-	-
Supplies & Materials other	10,520	-	-	10,520	-	-	10,520	-	-	10,520	-	-
Equipment / Furniture	36,603	-	-	36,603	-	-	36,603	-	-	36,603	-	-
Telephone	5,100	-	-	5,100	-	-	5,100	-	-	5,100	-	-
Technology	21,563	-	-	21,563	-	-	21,563	-	-	21,563	-	-
Student Testing & Assessment	5,283	-	-	5,283	-	-	5,283	-	-	5,283	-	-
Field Trips	43,048	-	-	43,048	-	-	43,048	-	-	43,048	-	-
Transportation (student)	35,868	-	-	35,868	-	-	35,868	-	-	35,868	-	-
Student Services - other	6,680	-	-	6,680	-	-	6,680	-	-	6,680	-	-
Office Expense	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	-
Staff Development	7,650	-	-	7,650	-	-	7,650	-	-	7,650	-	-
Staff Recruitment	1,000	-	-	1,000	-	-	1,000	-	-	1,000	-	-
Student Recruitment / Marketing	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	-
School Meals / Lunch	7,650	-	-	7,650	-	-	7,650	-	-	7,650	-	-
Travel (Staff)	1,000	-	-	1,000	-	-	1,000	-	-	1,000	-	-
Fundraising	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	-
Other	217,236	-	-	217,236	-	-	217,236	-	-	217,237	-	-
<b>TOTAL SCHOOL OPERATIONS</b>												
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	23,594	-	-	23,594	-	-	23,594	-	-	23,594	-	-
Janitorial	10,320	-	-	10,320	-	-	10,320	-	-	10,320	-	-
Building and Land Rent / Lease / Facility Finance Interest	227,716.25	-	-	227,716.25	-	-	227,716.25	-	-	227,716.25	-	-
Repairs & Maintenance	6,153	-	-	6,153	-	-	6,153	-	-	6,153	-	-
Equipment / Furniture	5,470	-	-	5,470	-	-	5,470	-	-	5,470	-	-
Security	17,238	-	-	17,238	-	-	17,238	-	-	17,238	-	-
Utilities	28,473	-	-	28,473	-	-	28,473	-	-	28,473	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>												
DEPRECIATION & AMORTIZATION	91,989	-	-	91,989	-	-	91,989	-	-	91,989	-	-
COVID-19 / CONTINGENCY	(20,147)	-	-	(20,147)	-	-	(20,147)	-	-	(20,147)	-	-
DEFERRED RENT												
<b>TOTAL EXPENSES</b>												
	2,519,394	-	-	2,755,187	-	-	3,081,980	-	-	3,548,546	-	-
<b>NET INCOME</b>												
	507,818	-	-	272,025	-	-	28,882	-	-	(521,334)	-	-









MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

	2021-22			VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Total Year	Original Budget	Revised Budget	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	12,192,500	12,192,500	12,192,500	-	12,192,500	
Total Expenses	11,905,108	11,905,108	11,905,108	-	11,905,108	
Net Income	287,392	287,392	287,392	-	287,392	
Actual Student Enrollment						
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	Avg. No. of Positions					
Executive Management	1.00	206,000	206,000	-	(206,000)	(206,000)
Instructional Management	3.00	417,990	417,990	-	(417,990)	(417,990)
Deans, Directors & Coordinators	10.00	684,404	684,404	-	(684,404)	(684,404)
CEO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	2.00	178,259	178,259	-	(178,259)	(178,259)
Administrative Staff	2.00	110,000	110,000	-	(110,000)	(110,000)
TOTAL ADMINISTRATIVE STAFF	18.00	1,596,653	1,596,653	-	(1,596,653)	(1,596,653)
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	27.00	2,332,077	2,332,077	-	(2,332,077)	(2,332,077)
Teachers - SPED	12.00	1,083,540	1,083,540	-	(1,083,540)	(1,083,540)
Substitute Teachers	1.00	54,207	54,207	-	(54,207)	(54,207)
Teaching Assistants	4.00	160,976	160,976	-	(160,976)	(160,976)
Specialty Teachers	11.00	825,464	825,464	-	(825,464)	(825,464)
Aides	-	-	-	-	-	-
Therapists & Counselors	2.00	188,638	188,638	-	(188,638)	(188,638)
Other	-	361,410	361,410	-	(361,410)	(361,410)
TOTAL INSTRUCTIONAL	57.00	5,006,312	5,006,312	-	(5,006,312)	(5,006,312)
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	4.00	154,532	154,532	-	(154,532)	(154,532)
Security	2.00	82,875	82,875	-	(82,875)	(82,875)
Other	3.00	60,000	60,000	-	(60,000)	(60,000)
TOTAL NON-INSTRUCTIONAL	9.00	297,407	297,407	-	(297,407)	(297,407)
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>						
	84.00	6,900,372	6,900,372	-	(6,900,372)	(6,900,372)
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		552,030	552,030	-	(552,030)	(552,030)
Fringe / Employee Benefits		1,031,117	1,031,117	-	(1,031,117)	(1,031,117)
Retirement / Pension		209,284	209,284	-	(209,284)	(209,284)
TOTAL PAYROLL TAXES AND BENEFITS		1,792,431	1,792,431	-	(1,792,431)	(1,792,431)
<b>TOTAL PERSONNEL SERVICE COSTS</b>						
	84.00	8,692,803	8,692,803	-	(8,692,803)	(8,692,803)
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		151,590	151,590	-	(151,590)	(151,590)
Legal		100,000	100,000	-	(100,000)	(100,000)
Management Company Fee		25,000	25,000	-	(25,000)	(25,000)
Nurse Services		10,290	10,290	-	(10,290)	(10,290)
Food Service / School Lunch		13,000	13,000	-	(13,000)	(13,000)
Payroll Services		-	-	-	-	-
Special Ed Services		480,260	480,260	-	(480,260)	(480,260)
Titelium Services (i.e. Title I)		780,140	780,140	-	(780,140)	(780,140)
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		1,529,190	1,529,190	-	(1,529,190)	(1,529,190)

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

DESCRIPTION OF ASSUMPTIONS

	2021-22			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget
<b>Total Revenue</b>	12,192,500	12,192,500	-	12,192,500	12,192,500
<b>Total Expenses</b>	11,905,108	11,905,108	-	(11,905,108)	(11,905,108)
<b>Net Income</b>	287,392	287,392	-	287,392	287,392
<b>Actual Student Enrollment</b>					
<b>SCHOOL OPERATIONS</b>					
Board Expenses	10,870	10,870	-	(10,870)	(10,870)
Classroom / Teaching Supplies & Materials	64,625	64,625	-	(64,625)	(64,625)
Special Ed Supplies & Materials	-	-	-	-	-
Textbooks / Workbooks	40,000	40,000	-	(40,000)	(40,000)
Supplies & Materials other	-	-	-	-	-
Equipment / Furniture	10,200	10,200	-	(10,200)	(10,200)
Telephone	42,080	42,080	-	(42,080)	(42,080)
Technology	146,411	146,411	-	(146,411)	(146,411)
Student Testing & Assessment	20,400	20,400	-	(20,400)	(20,400)
Field Trips	86,250	86,250	-	(86,250)	(86,250)
Transportation (student)	-	-	-	-	-
Student Services - other	21,130	21,130	-	(21,130)	(21,130)
Office Expense	172,190	172,190	-	(172,190)	(172,190)
Staff Development	143,470	143,470	-	(143,470)	(143,470)
Staff Recruitment	26,720	26,720	-	(26,720)	(26,720)
Student Recruitment / Marketing	25,000	25,000	-	(25,000)	(25,000)
School Meals / Lunch	30,600	30,600	-	(30,600)	(30,600)
Travel (Staff)	4,000	4,000	-	(4,000)	(4,000)
Fundraising	-	-	-	-	-
Other	25,000	25,000	-	(25,000)	(25,000)
<b>TOTAL SCHOOL OPERATIONS</b>	868,946	868,946	-	(868,946)	(868,946)
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	94,376	94,376	-	(94,376)	(94,376)
Janitorial	41,280	41,280	-	(41,280)	(41,280)
Building and Land Rent / Lease / Facility Finance Interest	910,865	910,865	-	(910,865)	(910,865)
Repairs & Maintenance	24,610	24,610	-	(24,610)	(24,610)
Equipment / Furniture	21,880	21,880	-	(21,880)	(21,880)
Security	68,950	68,950	-	(68,950)	(68,950)
Utilities	113,890	113,890	-	(113,890)	(113,890)
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	1,275,851	1,275,851	-	(1,275,851)	(1,275,851)
<b>DEPRECIATION &amp; AMORTIZATION</b>					
COVID-19 / CONTINGENCY	367,957	367,957	-	(367,957)	(367,957)
DEFERRED RENT	(80,588)	(80,588)	-	80,588	80,588
<b>TOTAL EXPENSES</b>	11,905,108	11,905,108	-	(11,905,108)	(11,905,108)
<b>NET INCOME</b>	287,392	287,392	-	287,392	287,392



**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

	Prior Year Actual 2020-21 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
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	
<b>Total Revenue</b>	-	3,027,213	-	-	3,027,213	-	-	3,110,863	-	-	3,027,213	-	-	12,192,500
<b>Total Expenses</b>	-	2,519,394	-	-	2,755,187	-	-	3,081,980	-	-	3,548,546	-	-	11,905,108
<b>Net Income</b>	-	507,818	-	-	272,025	-	-	28,882	-	-	(521,334)	-	-	287,392
<b>Actual Student Enrollment</b>	-	575	-	-	575	-	-	575	-	-	575	-	-	-
<b>CASH FLOW ADJUSTMENTS</b>														
<b>OPERATING ACTIVITIES (enter descriptions below)</b>														
Example - Add Back Depreciation														
Other														
<b>Total Operating Activities</b>														
<b>INVESTMENT ACTIVITIES (enter descriptions below)</b>														
Example - Subtract Property and Equipment Expenditures														
Other														
<b>Total Investment Activities</b>														
<b>FINANCING ACTIVITIES (enter descriptions below)</b>														
Example - Add Expected Proceeds from a Loan or Line of Credit														
Other														
<b>Total Financing Activities</b>														
<b>Total Cash Flow Adjustments</b>														
<b>NET INCOME</b>	-	507,818	-	-	272,025	-	-	28,882	-	-	(521,334)	-	-	287,392
<b>Beginning Cash Balance</b>	-	-	-	-	507,818	-	-	779,843	-	-	808,725	-	-	-
<b>ENDING CASH BALANCE</b>	-	507,818	-	-	779,843	-	-	808,725	-	-	287,392	-	-	287,392

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2021-22

	2021-22		VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Total Year Revised Budget	Total Year Variance	Original Budget vs. PY Budget	Revised Budget	
Total Revenue	12,192,500	-	12,192,500	12,192,500	
Total Expenses	11,905,108	-	(11,905,108)	(11,905,108)	
Net Income	287,392	-	287,392	287,392	
Actual Student Enrollment					
<b>CASH FLOW ADJUSTMENTS</b>					
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	287,392	-	287,392	287,392	
Beginning Cash Balance	-	-	-	-	
ENDING CASH BALANCE	287,392	-	287,392	287,392	



**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL  
BALANCE SHEET  
2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<b><u>ASSETS</u></b>					
<b><u>CURRENT ASSETS</u></b>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>					
	-	-	-	-	-
<b><u>OTHER ASSETS</u></b>					
	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b><u>CURRENT LIABILITIES</u></b>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b><u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u></b>					
	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b><u>NET ASSETS</u></b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



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

	2021-22						4th Quarter - 4/1 - 6/30					
	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		Variance	
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
Total Revenue	-	3,027,213	-	-	3,027,213	-	-	3,110,863	-	-	3,027,213	-
Total Expenses	-	2,519,394	-	-	2,755,187	-	-	3,081,980	-	-	3,548,546	-
Net Income	-	507,818	-	-	272,025	-	-	28,882	-	-	(521,334)	-
Actual Student Enrollment	-	575	-	-	575	-	-	575	-	-	575	-
*NOTE: Enrollment, Revenue and Expenditure Data in the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed												
Quarter 0												
EXPENSES												
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	55,462	-	-	47,538	-	-	55,462	-	-	47,538	-
Instructional Management	-	112,536	-	-	96,459	-	-	112,536	-	-	96,459	-
Deans, Directors & Coordinators	-	184,263	-	-	157,939	-	-	184,263	-	-	157,939	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	47,993	-	-	41,137	-	-	47,993	-	-	41,137	-
Administrative Staff	-	29,615	-	-	25,385	-	-	29,615	-	-	25,385	-
TOTAL ADMINISTRATIVE STAFF	-	429,868	-	-	368,458	-	-	429,868	-	-	368,458	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	269,086	-	-	538,172	-	-	627,867	-	-	896,953	-
Teachers - SPED	-	125,024	-	-	250,048	-	-	291,722	-	-	416,746	-
Substitute Teachers	-	6,255	-	-	12,509	-	-	14,594	-	-	20,849	-
Teaching Assistants	-	18,574	-	-	37,148	-	-	43,340	-	-	61,914	-
Specialty Teachers	-	95,246	-	-	190,492	-	-	222,240	-	-	317,486	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	21,766	-	-	43,532	-	-	50,787	-	-	72,553	-
Other	-	230,047	-	-	41,483	-	-	48,397	-	-	41,483	-
TOTAL INSTRUCTIONAL	-	765,997	-	-	1,113,384	-	-	1,298,947	-	-	1,827,984	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	41,605	-	-	35,661	-	-	41,605	-	-	35,661	-
Security	-	22,313	-	-	19,125	-	-	22,313	-	-	19,125	-
Other	-	16,154	-	-	13,846	-	-	16,154	-	-	13,846	-
TOTAL NON-INSTRUCTIONAL	-	80,071	-	-	68,632	-	-	80,071	-	-	68,632	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	1,275,936	-	-	1,550,474	-	-	1,808,887	-	-	2,265,075	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	102,075	-	-	124,038	-	-	144,711	-	-	181,206	-
Fringe / Employee Benefits	-	277,608	-	-	237,950	-	-	277,608	-	-	237,950	-
Retirement / Pension	-	56,346	-	-	48,296	-	-	56,346	-	-	48,296	-
TOTAL PAYROLL TAXES AND BENEFITS	-	436,029	-	-	410,284	-	-	478,665	-	-	467,452	-
TOTAL PERSONNEL SERVICE COSTS	-	1,711,965	-	-	1,960,759	-	-	2,287,552	-	-	2,732,527	-
CONTRACTED SERVICES												
Accounting / Audit	-	32,500	-	-	32,500	-	-	32,500	-	-	54,090	-
Legal	-	25,000	-	-	25,000	-	-	25,000	-	-	25,000	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	2,573	-	-	2,573	-	-	2,573	-	-	2,573	-
Special Ed Services	-	13,000	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	120,065	-	-	120,065	-	-	120,065	-	-	120,065	-
TOTAL CONTRACTED SERVICES	-	199,388	-	-	186,388	-	-	186,388	-	-	207,978	-

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

	2021-22				3rd Quarter - 1/1 - 3/31				4th Quarter - 4/1 - 6/30			
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
<b>Total Revenue</b>	-	3,027,213	-	-	3,027,213	-	-	3,110,863	-	-	3,027,213	-
<b>Total Expenses</b>	-	2,519,394	-	-	2,755,187	-	-	3,081,980	-	-	3,548,546	-
<b>Net Income</b>	-	507,818	-	-	272,025	-	-	28,882	-	-	(521,334)	-
<b>Actual Student Enrollment</b>	-	575	-	-	575	-	-	575	-	-	575	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>												
<b>SCHOOL OPERATIONS</b>												
Board Expenses	2,718	2,718	-	-	2,718	-	-	2,718	-	-	2,718	-
Classroom / Teaching Supplies & Materials	16,156	16,156	-	-	16,156	-	-	16,156	-	-	16,156	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	10,000	10,000	-	-	10,000	-	-	10,000	-	-	10,000	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	2,550	2,550	-	-	2,550	-	-	2,550	-	-	2,550	-
Telephone	10,520	10,520	-	-	10,520	-	-	10,520	-	-	10,520	-
Technology	36,603	36,603	-	-	36,603	-	-	36,603	-	-	36,603	-
Student Testing & Assessment	5,100	5,100	-	-	5,100	-	-	5,100	-	-	5,100	-
Field Trips	21,563	21,563	-	-	21,563	-	-	21,563	-	-	21,563	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	5,283	5,283	-	-	5,283	-	-	5,283	-	-	5,283	-
Office Expense	43,048	43,048	-	-	43,048	-	-	43,048	-	-	43,048	-
Staff Development	35,868	35,868	-	-	35,868	-	-	35,868	-	-	35,868	-
Staff Recruitment	6,680	6,680	-	-	6,680	-	-	6,680	-	-	6,680	-
Student Recruitment / Marketing	6,250	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-
School Meals / Lunch	7,650	7,650	-	-	7,650	-	-	7,650	-	-	7,650	-
Travel (Staff)	1,000	1,000	-	-	1,000	-	-	1,000	-	-	1,000	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	6,250	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	217,236	-	-	217,236	-	-	217,236	-	-	217,237	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	23,594	23,594	-	-	23,594	-	-	23,594	-	-	23,594	-
Janitorial	10,320	10,320	-	-	10,320	-	-	10,320	-	-	10,320	-
Building and Land Rent / Lease / Facility Finance Interest	227,716	227,716	-	-	227,716	-	-	227,716	-	-	227,716	-
Repairs & Maintenance	6,153	6,153	-	-	6,153	-	-	6,153	-	-	6,153	-
Equipment / Furniture	5,470	5,470	-	-	5,470	-	-	5,470	-	-	5,470	-
Security	17,238	17,238	-	-	17,238	-	-	17,238	-	-	17,238	-
Utilities	28,473	28,473	-	-	28,473	-	-	28,473	-	-	28,473	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	318,963	-	-	318,963	-	-	318,963	-	-	318,963	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	91,989	91,989	-	-	91,989	-	-	91,989	-	-	91,989	-
<b>COVID-19 / CONTINGENCY</b>	(20,147)	(20,147)	-	-	(20,147)	-	-	(20,147)	-	-	(20,147)	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	2,519,394	-	-	2,755,187	-	-	3,081,980	-	-	3,548,546	-
<b>NET INCOME</b>	-	507,818	-	-	272,025	-	-	28,882	-	-	(521,334)	-









**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**Budget / Operating Plan**  
**2021-22**

Total Revenue	-	12,192,500	(12,192,500)	-	12,192,500	(12,192,500)	-
Total Expenses	-	11,905,108	11,905,108	-	11,905,108	11,905,108	-
Net Income	-	287,392	(287,392)	-	287,392	(287,392)	-
Actual Student Enrollment	-	-	-	-	-	-	-

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

	TOTALS AND VARIANCE ANALYSIS				Actual vs. Original Budget - TY	Actual vs. Original Budget TY	Actual vs. Original Budget TY	Actual vs. Original Budget TY
	Actual vs. Current Budget (Current Quarter)	Actual vs. Current Budget (Current Quarter)	Actual vs. Original Budget	Actual vs. Original Budget				

	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	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY	
												Quarter 0 No. of Positions
<b>EXPENSES</b>												
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>												
Executive Management	-	-	-	206,000	206,000	-	-	206,000	206,000	-	-	
Instructional Management	-	-	-	417,990	417,990	-	-	417,990	417,990	-	-	
Deans, Directors & Coordinators	-	-	-	684,404	684,404	-	-	684,404	684,404	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	178,259	178,259	-	-	178,259	178,259	-	-	
Administrative Staff	-	-	-	110,000	110,000	-	-	110,000	110,000	-	-	
<b>TOTAL ADMINISTRATIVE STAFF</b>	-	-	-	<b>1,596,653</b>	<b>1,596,653</b>	-	-	<b>1,596,653</b>	<b>1,596,653</b>	-	-	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>												
Teachers - Regular	-	-	-	2,332,077	2,332,077	-	-	2,332,077	2,332,077	-	-	
Teachers - SPED	-	-	-	1,083,540	1,083,540	-	-	1,083,540	1,083,540	-	-	
Substitute Teachers	-	-	-	54,207	54,207	-	-	54,207	54,207	-	-	
Teaching Assistants	-	-	-	160,976	160,976	-	-	160,976	160,976	-	-	
Specialty Teachers	-	-	-	825,464	825,464	-	-	825,464	825,464	-	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	188,638	188,638	-	-	188,638	188,638	-	-	
Other	-	-	-	361,410	361,410	-	-	361,410	361,410	-	-	
<b>TOTAL INSTRUCTIONAL</b>	-	-	-	<b>5,006,312</b>	<b>5,006,312</b>	-	-	<b>5,006,312</b>	<b>5,006,312</b>	-	-	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>												
Nurse	-	-	-	-	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	154,532	154,532	-	-	154,532	154,532	-	-	
Security	-	-	-	82,875	82,875	-	-	82,875	82,875	-	-	
Other	-	-	-	60,000	60,000	-	-	60,000	60,000	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	<b>297,407</b>	<b>297,407</b>	-	-	<b>297,407</b>	<b>297,407</b>	-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>6,900,372</b>	<b>6,900,372</b>	-	-	<b>6,900,372</b>	<b>6,900,372</b>	-	-	
<b>PAYROLL TAXES AND BENEFITS</b>												
Payroll Taxes	-	-	-	552,030	552,030	-	-	552,030	552,030	-	-	
Fringe / Employee Benefits	-	-	-	1,051,117	1,051,117	-	-	1,051,117	1,051,117	-	-	
Retirement / Pension	-	-	-	209,284	209,284	-	-	209,284	209,284	-	-	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	-	-	-	<b>1,792,431</b>	<b>1,792,431</b>	-	-	<b>1,792,431</b>	<b>1,792,431</b>	-	-	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	-	-	-	<b>8,692,803</b>	<b>8,692,803</b>	-	-	<b>8,692,803</b>	<b>8,692,803</b>	-	-	
<b>CONTRACTED SERVICES</b>												
Accounting / Audit	-	-	-	151,590	151,590	-	-	151,590	151,590	-	-	
Legal	-	-	-	100,000	100,000	-	-	100,000	100,000	-	-	
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	
Nurse Services	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	-	-	10,290	10,290	-	-	10,290	10,290	-	-	
Special Ed Services	-	-	-	13,000	13,000	-	-	13,000	13,000	-	-	
Titement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	480,260	480,260	-	-	480,260	480,260	-	-	
<b>TOTAL CONTRACTED SERVICES</b>	-	-	-	<b>780,140</b>	<b>780,140</b>	-	-	<b>780,140</b>	<b>780,140</b>	-	-	

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL  
Budget / Operating Plan  
2021-22

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual vs. Original Budget TY	Actual CY vs. Actual PY
<b>Total Revenue</b>	-	-	-	12,192,500	(12,192,500)	-	-	12,192,500	(12,192,500)	-	-	-
<b>Total Expenses</b>	-	-	-	11,905,108	11,905,108	-	-	11,905,108	11,905,108	-	-	-
<b>Net Income</b>	-	-	-	287,392	(287,392)	-	-	287,392	(287,392)	-	-	-
<b>Actual Student Enrollment</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>*NOTE: Enrollment, Revenue and Expenditure Data IN the Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</b>												
<b>SCHOOL OPERATIONS</b>												
Board Expenses	-	-	-	10,870	10,870	-	-	10,870	10,870	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	64,625	64,625	-	-	64,625	64,625	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	40,000	40,000	-	-	40,000	40,000	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	10,200	10,200	-	-	10,200	10,200	-	-	-
Telephone	-	-	-	42,080	42,080	-	-	42,080	42,080	-	-	-
Technology	-	-	-	146,411	146,411	-	-	146,411	146,411	-	-	-
Student Testing & Assessment	-	-	-	20,400	20,400	-	-	20,400	20,400	-	-	-
Field Trips	-	-	-	86,250	86,250	-	-	86,250	86,250	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	21,130	21,130	-	-	21,130	21,130	-	-	-
Office Expense	-	-	-	172,190	172,190	-	-	172,190	172,190	-	-	-
Staff Development	-	-	-	143,470	143,470	-	-	143,470	143,470	-	-	-
Staff Recruitment	-	-	-	26,720	26,720	-	-	26,720	26,720	-	-	-
Student Recruitment / Marketing	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-	-
School Meals / Lunch	-	-	-	30,600	30,600	-	-	30,600	30,600	-	-	-
Travel (Staff)	-	-	-	4,000	4,000	-	-	4,000	4,000	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	-	-	-	868,946	868,946	-	-	868,946	868,946	-	-	-
<b>FACILITY OPERATION &amp; MAINTENANCE</b>												
Insurance	-	-	-	94,376	94,376	-	-	94,376	94,376	-	-	-
Janitorial	-	-	-	41,280	41,280	-	-	41,280	41,280	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	910,865	910,865	-	-	910,865	910,865	-	-	-
Repairs & Maintenance	-	-	-	24,610	24,610	-	-	24,610	24,610	-	-	-
Equipment / Furniture	-	-	-	21,880	21,880	-	-	21,880	21,880	-	-	-
Security	-	-	-	68,950	68,950	-	-	68,950	68,950	-	-	-
Utilities	-	-	-	113,890	113,890	-	-	113,890	113,890	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	-	-	1,275,851	1,275,851	-	-	1,275,851	1,275,851	-	-	-
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	367,957	367,957	-	-	367,957	367,957	-	-	-
<b>COVID-19 / CONTINGENCY</b>	-	-	-	(80,588)	(80,588)	-	-	(80,588)	(80,588)	-	-	-
<b>DEFERRED RENT</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	-	-	-	11,905,108	11,905,108	-	-	11,905,108	11,905,108	-	-	-
<b>NET INCOME</b>	-	-	-	287,392	(287,392)	-	-	287,392	(287,392)	-	-	-

MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL  
Budget / Operating Plan  
2021-22

	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	-	-	-	12,192,500	(12,192,500)	-	-	12,192,500	(12,192,500)	-	-
Total Expenses	-	-	-	11,905,108	11,905,108	-	-	11,905,108	11,905,108	-	-
Net Income	-	-	-	287,392	(287,392)	-	-	287,392	(287,392)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-
<p>*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed</p>											
<p>TOTALS AND VARIANCE ANALYSIS</p>											
<p>ENROLLMENT - *School Districts Are Linked To Above Entries*</p>											
<p>NYC CHANCELLOR'S OFFICE</p>											
<p>ALL OTHER School Districts: ( Count = 0 )</p>											
<p>TOTAL ENROLLMENT</p>											
<p>REVENUE PER PUPIL</p>											
<p>EXPENSES PER PUPIL</p>											
<p>* Enrollment Data Based on Last Actual Quarter Completed</p>											



**Annual Report Requirement**  
*for SUNY Authorized Charter Schools*  
**MERRICK ACADEMY - QUEENS PUBLIC CHARTER SCHOOL**  
**2021-22**

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**



**Merrick Academy-Queens  
Public Charter School**

**2020-21  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute

on: August 27, 2021

By Stephanie Mauterstock

136-25 218<sup>th</sup> Street  
Springfield Gardens, NY 11413

718-479-8108

on behalf of the school's board of trustees:

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

**Stephanie Mauterstock has served as the Executive Director since July 20, 2020.**



## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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 2020-21 school year, Merrick Academy had an enrollment of 575-585 kindergarten through fifth grade students.

Our mission: 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. 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, increased time on the task of learning, and innovative academic curriculum, we will ensure that all of our students are college and career ready.

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

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

### ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2016-17	79	112	83	83	112	84	1 (UGE)	554
2017-18	82	79	109	90	90	103	N/A	553
2018-19	98	83	80	97	79	86	N/A	523
2019-20	80	107	88	83	98	82	N/A	538
2020-21	94	103	117	97	87	101	N/A	599

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### GOAL 1: ENGLISH LANGUAGE ARTS ELEMENTARY AND MIDDLE 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 the English language.

#### BACKGROUND

Merrick Academy has a literacy rich design where reading and writing exist 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 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. Engage the Writer's Process
3. Construct logical arguments that utilize evidence from multiple points of view
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. Listen to others and be able to break down what is said to either critique, questioning and/or challenges by providing logical explanation or refutation
6. Identify and convey a strong understanding of the interconnectedness between themes, genres and central ideas
7. 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.

**Summary of the school's modality changes during 2020-21:** Similar to many NYC charter schools, Merrick Academy's program was fully remote in 2020-21. However, we did open a Learning Center at our building with "student pods" run by operational staff to support our highest need students, such as those living in temporary housing, requiring child care as their parents were essential workers, students who did not have a parent at home that spoke English and could not effectively support them in completing remote instruction; and, high need special education students, often those who required a 1:1 paraprofessional as mandated by their

Individualized Education Plans. The Learning Center opened in December 2020 and served 120 students through June 2021.

4

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The school's remote schedule offered professional development for teachers every Wednesday afternoon for 3 hours. The professional development provided was led by the CAO/Principal, Assistant Principal of Mathematics, Assistant Principal of ELA, and the Director of Student Support Services. The Director of Student Support Services is responsible for social-emotional learning at Merrick and manages special education and supports students who are below grade level. Professional development was also provided by an ELA consultant, Math consultant, DEIA consultant, STEAM consultant, and ANet, who provided data training to teachers.

The school also served 270 students during a summer program, which was 50% academically focused and both prioritized students whose i-Ready results indicated they were below grade level and included emerging kindergarten students. The summer program was run and operated by the school, to ensure health and safety protocols were followed.

### METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: i-Ready

Merrick Academy administers three i-Ready assessments to monitor students' performance in English language arts each academic year. Without NYS assessment data to assess the school's progress against our charter approved accountability goals, and with i-Ready's research-proved alignment to NYS standards, Merrick Academy used the i-Ready results to assess and evaluate student achievement for the 2020-21 school year.

i-Ready Diagnostic describes<sup>1</sup>its services for reading/ELA as an effective, research-based, web based diagnostic assessment for students in grades K–12. Using a compatible computer with internet access and a headset, students take the online Diagnostic that assesses performance overall and down to the sub-skill level. i-Ready's sophisticated computer adaptive algorithms ensure learners are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting challenging as needed—to complete the diagnosis and identify each child's performance level. The adaptive nature of the assessment meets students at their own skill level, so they experience success as well as challenge while i-Ready accurately measures their mastery of New York State Learning Standards.

i-Ready includes a powerful management and reporting suite for delivery of essential performance information at the school, class, and student/group levels. Actionable, real-time reports guide educators in identifying the instructional needs and abilities of individual students and instructional groups, and also include explicit next steps for remediating areas of academic weakness.

i-Ready Diagnostic is strongly aligned to the New York State Learning Standards for ELA. The independent Educational Research Institute of America conducted a research study evaluating the relationship between i-Ready Diagnostic and the 2016 New York State end-of-year assessments. The research found a high correlation between i-Ready Diagnostic and the New York State

<sup>1</sup> <http://www.nysed.gov/common/nysed/files/iready-slo-assessment-form-c-and-h.pdf>.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

assessments. i-Ready was also shown to accurately predict end-of-year proficiency rates based on students' fall, winter, and spring Diagnostic performance. The strong correlations between the spring i-Ready Diagnostic and the 2016 New York State assessments—with overall correlations of .81 for ELA for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 threshold for correlations. Additionally, Curriculum Associates partnered with leading academics to develop a regression-based model for predicting New York State Assessment proficiency rates. i-Ready proficiency prediction from fall, winter, and spring Diagnostic results proved to be highly accurate and remarkably consistent with observed (actual) NYSTP proficiency rates—often within one percent of observed proficiency for the sample. Plus, i-Ready accurately identified individual student needs on the standards to drive targeted instruction—both student and teacher-led.

### RESULTS AND EVALUATIONMNA

End of Year Performance on 2020-21 i-Ready ELA Assessment  
 By All Students and Students Enrolled in At Least Their Second Year  
 Goal: 75% of all 3–8 Grade Students Enrolled for 2 Years will Perform At of Above Grade Level

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	36%	85	40.3%	72
4	27%	85	29.7%	74
5	21%	95	21.6%	88
All	28%	265	29.9%	234

In the 2020-21 school year, Merrick Academy did not achieve its absolute measure of 75% of 3rd

through 5th grade students enrolled in at least their second year at the school performing at or above grade level standards on the English language arts assessment. Overall, nearly 30% of students enrolled at the school for two or more years performed at or above grade level on the i-Ready spring English language arts assessment, almost two percentage points above the school average for all 3rd through 5th grade students.

Merrick Academy’s 3rd grade had the highest percentage of students attending the school for two or more years performing at or above grade level on the i-Ready spring English language arts assessment. Third grade students enrolled at the school for at least two years had a higher percentage of students performing at or above grade level compared to all 3rd grade, 40.3% compared to 36%. This trend of students enrolled at the school for at least two years having a higher percentage of students performing at or above grade level on the i-Ready English language arts spring assessment continued at the 4<sup>th</sup> and 5<sup>th</sup> grades.

**2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

<b>Percentage of Merrick Academy Students Performing at Mid/Above Level on the i-Ready English Language Arts Assessments</b>						
	<b>2019-20</b>			<b>2020-21</b>		
<b>Grade</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<b>K</b>	N/A	25%	89%	N/A	58%	74%
<b>1st</b>	10%	27%	77%	34%	47%	49%
<b>2nd</b>	8%	21%	52%	27%	44%	42%
<b>3rd</b>	9%	18%	50%	17%	27%	36%
<b>4th</b>	13%	31%	50%	10%	18%	27%
<b>5th</b>	9%	14%	21%	13%	22%	21%

Comparing the results of the 2019-20 school year English language arts i-Ready assessments to the 2020-21 assessments yields several interesting results. First, as discussed in detail below, i-Ready updated their national norms in August 2020, resulting in students needing to score higher on the 2020-21 assessments to be considered at or above grade level compared to previous years. Also, in the 2020-21 school year, i-Ready’s fall norming window was moved up from the beginning of the school year through November 30 to the beginning of the school year through November 15. Couple these changes in i-Ready assessment analysis with the shifting learning models students have been subjected to during COVID-19, it could logically be expected that the percentage of students performing at or above grade level on the fall English language arts

assessment would have been higher in the pre-COVID 2019-20 school year compared to the fall 2020-21 assessment. However, with the exception of Merrick Academy's 4th grade, each grade level tested on the fall 2020-21 i-Ready English language arts assessment had a higher percentage of students performing at or above grade level compared to the fall assessment administered in the 2019-20 school year. Impressively, Merrick Academy's 1st and 2nd grade had a higher percentage of students performing at or above grade level, 24- and 19-percentage-points respectively, compared to the 1st and 2nd grade in the 2019-20 school year.

Similarly, again with the exception of the school's 4th grade, the percentage of Merrick Academy students performing at or above grade level on the winter i-Ready English language arts assessment was higher in the 2020-21 school year compared to the 2019-20 school year. Like the 2019-20 school year fall assessment, the 2019-20 winter assessment was unaffected by COVID, as the school's transformation to remote learning post-dated the end of the winter norming window. The most impressive growth on the winter assessment occurred among kindergarten students, who more than doubled the percentage of students performing at or above grade level between the 2019-20 and 2020-21 school years. Also impressive was the results among the school's 1st and 2nd grades, where there was a 20- and 24- percentage point increase, respectively, in the percentage of students performing at or above grade level on the winter assessment between the 2019-20 and 2020-21 school years.

When assessing longitudinal growth, Merrick Academy has impressive results over the past two school years. The cohort of students who took the fall English language arts assessment as 1st graders in the 2019-20 school year had a higher percentage of students performing at or above grade level, 17-percentage-points, when they took the fall assessment as 2nd graders in the 2020-

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

21 school year. There was also longitudinal growth among the cohort of students who took the fall English language arts assessment as 2<sup>nd</sup> graders in 2019-20 when they took the assessment as 3rd graders in 2020-21, nine-percentage-points, a one point improvement in the cohort of students who took the fall English language arts assessment as 3rd graders in the 2019-20 school year when they took the exam as fourth graders in the 2020-21 school year, and no change in the percentage of students achieving proficiency among the cohort of students who took the assessment as fourth grade students in the 2019-20 school year, when they took the assessment in the fall of the 2020-21 school year as 5th grade students.

On the winter English language arts i-Ready assessment, there was longitudinal growth at each measurable grade, except for the cohort of students who took the winter assessment as 4th graders in the 2019-20 school year when they took the assessment as 5th graders in the 2020-21 school year. The greatest longitudinal increase among student cohorts between the i-Ready winter 2019-20 assessment and the 2020-21 assessment occurred in the cohort of students who took the 2019-20 winter assessment as kindergarteners when they took the winter English language arts exam as first graders in the 2020-21 school year. Impressively, similar growth occurred among the cohort of students who took the winter assessment as 1st grade students in the 2019-20 school year when they took the assessment as 2nd grade students in the 2020-21 school year, as well as among the cohort of students who took the assessment as 2nd graders in the 2019-20 school year when they



took the assessment as 3rd grade students in the 2020-21 school year.

**End of Year Growth on 2020-21 i-Ready ELA Assessment**

**By All Students**

**Goal: Students will grow at a normed rate according to beginning of the year baseline score (Median Percent Annual Growth of 100% or more)**

Grade s	Median Percent of Annual Typical Growth	Number Tested
3	118%	85
4	76%	85
5	35%	95
All	79%	265

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students growing at a median percent annual growth of 100% or more. The only individual grade to meet this goal was the school’s 3rd grade, where the median percent of annual typical growth among all tested students was 118%, exceeding the goal by 18-percentage points. The school’s 4<sup>th</sup> grade missed this growth goal by 24-percentage points and the 5<sup>th</sup> grade missed the goal by 65 percentage points. As a whole, the school’s 3<sup>rd</sup> through 5<sup>th</sup> grade missed the growth goal by 21 percentage points.

<b>Median Annual Typical Growth Percentage on i Ready Spring Reading Diagnostic</b>
<b>Goal: Growth of students with low initial absolute achievement is greater than the target, median percent annual growth of 110% or more.</b>

**2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

<b>Grade Level</b>	<b>2020-2021</b>
<b>3<sup>rd</sup></b>	145%
<b>4<sup>th</sup></b>	118%
<b>5<sup>th</sup></b>	0%
<b>Total</b>	101.5%

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students with low initial absolute achievement attaining a median percent annual growth of 110% or more on the spring assessment. Although the school did not meet the overall goal, both the 3rd and 4th grades exceeded this growth goal, by 35 and eight percentage points, respectively. In fact, despite the 5th grade's median percent annual growth of zero, the grades analyzed here were only eight-and-a-half percentage points away from meeting this goal.

<b>Median Annual Typical Growth Percentage on i-Ready Spring Reading Diagnostic</b>				
<b>Goal: Growth of students with disabilities is greater than the growth of general education students.</b>				
<b>Grade Level</b>	<b>2019-2020</b>		<b>2020-2021</b>	
	<b>All</b>	<b>Students with Disabilities</b>	<b>All</b>	<b>Students with Disabilities</b>
<b>K</b>	212%	197%	57%	61%
<b>1<sup>st</sup></b>	191%	220%	40%	54%
<b>2<sup>nd</sup></b>	143%	174%	62%	63%
<b>3<sup>rd</sup></b>	196%	163%	118%	108%
<b>4<sup>th</sup></b>	177%	283%	83%	71%
<b>5<sup>th</sup></b>	131%	150%	35%	0%
<b>Total</b>	177%	174%	62%	61%
<b>Total 3<sup>rd</sup>-5<sup>th</sup> Grade</b>	165%	162%	90%	64.5%

In the 2020-21 school year, Merrick Academy did not meet its growth goal of having the percentage of students with disabilities in the 3rd through 5th grades performing at or above grade level be greater than the growth of the school's general education 3rd through 5th grade students between the fall and spring English language arts assessments. Looking at 3rd through 5th grades, the growth of general education students on the i-Ready Spring reading diagnostic was 90% compared to the fall assessment. For the cohort of students identified as having a disability, the growth was only 64.5%. Among all grade levels assessed, but not considered for the purposes of measuring this growth goal, the school's kindergarten, 1st, and 2<sup>nd</sup> grades' students with disabilities showed greater growth on the i-Ready reading diagnostic between the fall and spring assessments when compared to the school's general education students.

Merrick did administer the NYS ELA Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL CONTEXT AND EVIDENCE

Merrick enrolls a high percentage of economically disadvantaged students and students with disabilities. In the 2019-20 school year, 80% of Merrick’s students were economically disadvantaged and 20% were identified as having a disability, five and two percentage points, respectively, higher than the district average. While learning during the pandemic has had negative effects on most students, the student population Merrick serves has been hit particularly hard. A report released by the federal Department of Education’s Office for Civil Rights found “that the pandemic has negatively affected academic growth, widening pre-existing disparities” and in core subject areas like reading “there are worrisome signs that in some grades students might be falling behind pre-pandemic expectations.” United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>.

Further, “[A]cademic progress for students of color appears to have been disproportionately impacted by the pandemic.” United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, at p. 5, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>. Indeed, a Renaissance Star report issued in the middle of the 2020-21 school year noted, “[S]tudents of color were even further from meeting pre-pandemic growth expectations than they were in the beginning of the school year,” warning, “‘students with slower-than-typical within year growth rates’ . . . were all disproportionately ‘at-risk for falling farther behind.’” *Id.* at pp. 16- 17.

Compounding the impact that COVID-19 has had on academic achievement, the national norms that i-Ready uses to assess student achievement were updated in August 2020 and are currently based on data from the 2018-19 school year. Curriculum Associate Research Report, *i-Ready Diagnostic National Norms Tables for Reading and Mathematics for Grades K-8 2020-21*, August 2020, available at: <https://www.fl DOE.org/core/fileparse.php/7539/urlt/iready-norms-tables-K-8-2020.pdf>. In other words, the norms that are now being used to assess student achievement do not take into consideration the disruption in the traditional learning model most students in this country have experienced in the last two school years. In fact, the norms used this year are more stringent than those used for the 2019-20 school year, resulting in students being expected to achieve at a higher level, while having experienced 18-months of academic disruption because of COVID-19.

### SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the 2020-21 school year, Merrick did not meet its English language arts assessment goals. However, given the ongoing pandemic and the impact it has had on academic achievement, particularly among the student population Merrick serves, Merrick’s English language arts assessment results should be considered satisfactory. As described in detail in the action plan below, we intend to close the achievement gaps created by the pandemic, so long as we are able to maintain in-person learning for the entirety of the 2021-22 school year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2020-21 i-Ready ELA 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	234	79%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	234	101.5	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>2</sup>	90% <sup>3</sup>	66	64.5%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	234	29%	No

## ACTION PLAN

The School will be implementing a number of new initiatives during the 2021-22 school year to improve ELA student achievement. 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;

<sup>2</sup> 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

<sup>3</sup> 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.

11

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- 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; and ● 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.

Our theory of action, which is based on research, case studies, school visits, and interrogations, 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; and
- 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).

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.

- **Acceleration Blocks**

1. Daily 40-minute small-group instruction targeted toward accelerating core foundational skills in literacy;
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 for Humanities Block; and
5. Reorganizing 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)**

12

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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”; and
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; and
6. Including “High dosage tutoring” for our students who are most academically at-risk. Examples include after school at least 3 times a week

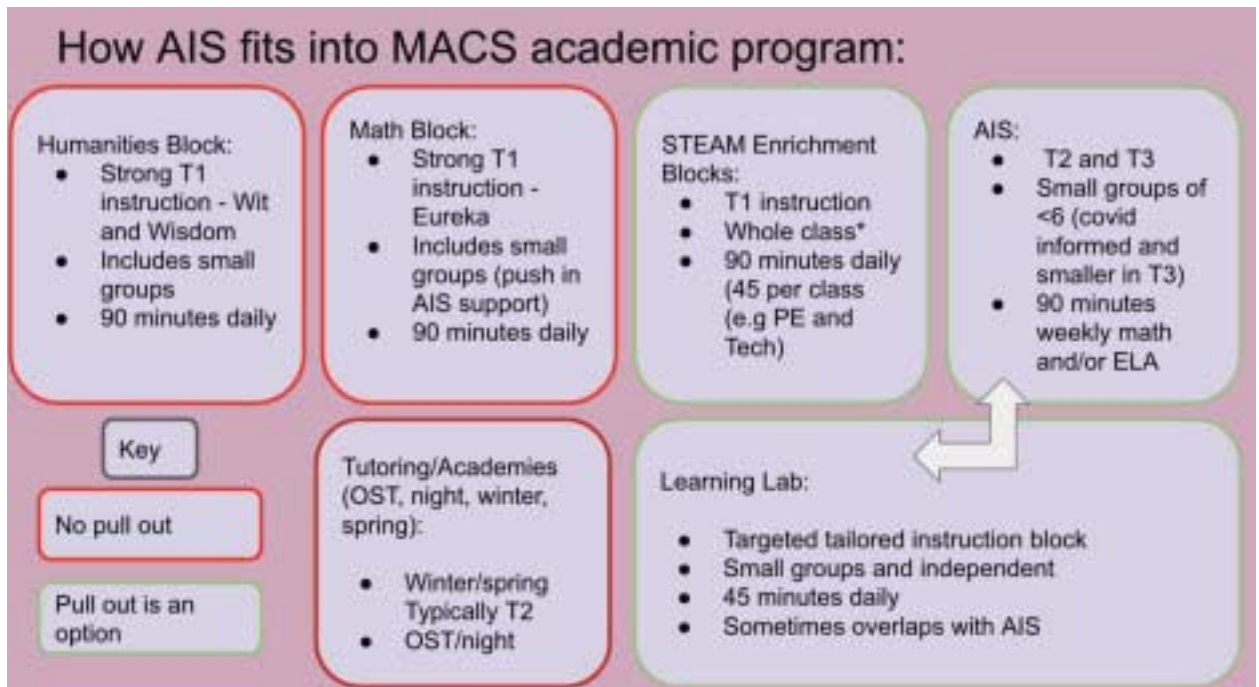


3:30 pm -5:30 pm and Saturday school 9 am-12pm.

An example of high-dosage tutoring planned for 2021-2022, called Academic Intervention Services at Merrick, is below. For ELA, the curriculum and time planned for students at risk is the following:

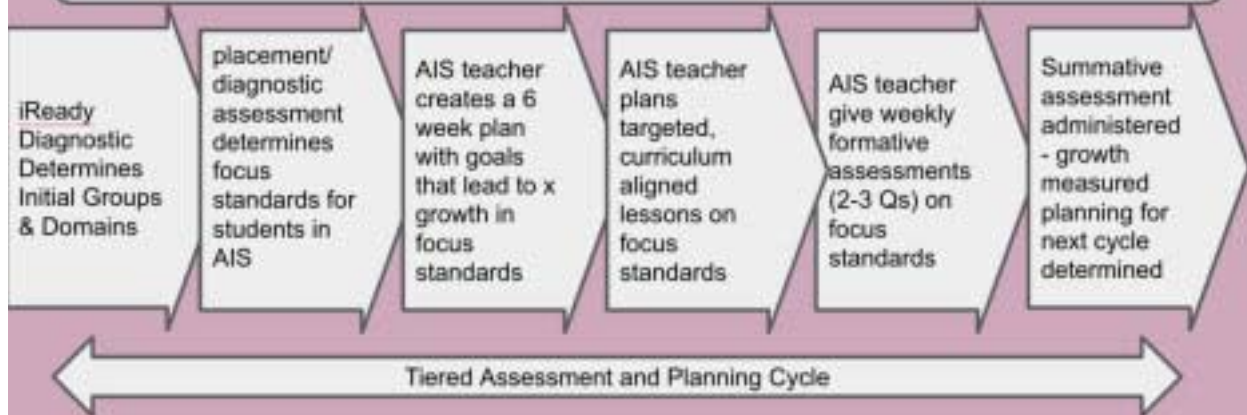
- Raz-Kids
- Up to 90 minutes a week for at-risk/qualifying students

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT



## AIS Data, It's Utility and AIS Program Evaluation

To achieve gap-closing growth with their student caseload an AIS teacher's primary goal is twofold: 1) support student access to T1 content through acceleration and 2) to intentionally plan to support remediation of foundational skills



14

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### AIS in MACS Academic Program

Program Element	Tier and Purpose	Instructional Mode	Time	Notes
Mathematics Block	Tier 1, Grade Level, Standards-Based Instruction	Whole Class & Small Group Instruction	90 Minutes Daily	Push in supports from AIS teachers can happen to support
Humanities Block	Tier 1, Grade Level, Standards-Based Instruction	Whole Class & Small Group Instruction	90 Minutes Daily	T2/T3 student access to grade-level content, no students are pulled out
STEAM Enrichment Block	Tier 1, Grade Level	Whole Class Instruction	2x 45 minute periods daily (e.g. 45 mins. of tach and 45 mins. of P.E.)	While not preferred, T2/T3 students may be pulled out for AIS services if needed
Learning Labs	All tiers 1-3, targeted and tailored instruction based on student need	Small Group Instruction	45 Minutes Daily	Many students receive AIS services during learning labs
Academic Intervention Services (AIS)	Tiers 2 and 3, Acceleration and Foundational Skill Building	Small Group Instruction, Groups of < 6 students	90 Minutes Weekly of ELA and/or Math	Delivered as a push in or pull out support

# AIS Cycle

01	Determine AIS Participants	<ul style="list-style-type: none"><li>• iReady diagnostic exam administered</li><li>• AIS students are selected and Standards Domains Identified and teacher caseloads determined</li></ul>
02	Determine Focus Standards	<ul style="list-style-type: none"><li>• Diagnostic assessment for participants is administered to determine focus standards and student groups</li></ul>
03	Create 6 Week Instructional Plan	<ul style="list-style-type: none"><li>• Teacher creates targeted 6 week instructional plan aimed at driving growth in focus standards</li></ul>
04	Plan and Deliver Weekly Intervention Lessons	<ul style="list-style-type: none"><li>• Teacher plans targeted, curriculum-aligned lessons on focus standards using ongoing formative assessments to adjust (see step 5)</li></ul>
05	Assess Student Growth Weekly	<ul style="list-style-type: none"><li>• Teacher administers short formative assessments (every 1-2 weeks) to assess progress towards focus standards</li></ul>
06	Summative Assessment and Planning for Next Cycle	<ul style="list-style-type: none"><li>• Summative assessment administered and progress toward goals measured</li><li>• Planning for next cycle begins</li></ul>

15

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### • Data Cycles

1. Proactively monitor and respond to data:
  - a. Student Individual Learner Profiles and on-going use and ownership of the plans;
  - b. Daily exit tickets and debriefs; and
  - 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 walkthroughs 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; and
3. "Frontloading" 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.

## **Strategic Approach for Content Knowledge Building and Implementation of New Curriculum**

### **● 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](#); and
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;
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;

16

## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

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 \(PD\)](#); and
6. Clearer alignment and coherence of the tools leaders use to provide feedback and support. ([Get Better Faster](#) and Instructional Practice Guide rubrics [IPG](#))
7. Merrick Academy had two ELA coaches in 2019-20, which were terminated after the 2019-20 school year due to budget constraints, requiring a heavier lift for our Assistant Principal responsible for ELA. The school, reconsidering the need of coaches, has hired an ELA coach for 2021-2022.

### **● Strong Start**

1. “All hands on deck” approach to building routines and rituals that build

Socio-emotional learning through strong academic practices; and  
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 breadth**

- **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

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

17

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### BACKGROUND

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.



## METHOD

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: i-Ready

In the 2020-21 school year, Merrick Academy administered three i-Ready mathematics assessment exams to students in all grades, with the exception of kindergarten, which was only given the second and third assessments.

i-Ready Diagnostic describes<sup>4</sup>its services for math as an effective, research-based, web-based diagnostic assessment for students in grades K–12. Using a compatible computer with internet access and a headset, students take the online Diagnostic that assesses overall performance and sub-skill levels. i-Ready’s sophisticated computer adaptive algorithms ensure learners are assessed efficiently across a number of knowledge domains. The questioning format adapts as students respond to each question—getting more or less challenging as needed—to complete the diagnosis and identify each child’s performance level. The adaptive nature of the assessment meets students at their own skill level, so they experience success as well as challenge while i-Ready accurately measures their mastery of New York State Learning Standards.

i-Ready includes a powerful management and reporting suite for delivery of essential performance information at the district, school, class, and student/group levels. Actionable, real-time reports guide educators in identifying the instructional needs and abilities of individual students and instructional groups, and also include explicit next steps for remediating areas of academic weakness.

<sup>4</sup><http://www.nysed.gov/common/nysed/files/iready-slo-assessment-form-c-and-h.pdf>.

The i-Ready Diagnostic is strongly aligned to the New York State Learning Standards for math. The independent Educational Research Institute of America conducted a research study evaluating the relationship between i-Ready Diagnostic and the 2016 New York State end-of-year assessments. The research found a high correlation between i-Ready Diagnostic and the New York State assessments. i-Ready was also shown to accurately predict end-of-year proficiency rates based on students' fall, winter, and spring Diagnostic performance. The strong correlations between the spring i-Ready Diagnostic and the 2016 New York State assessments—with overall correlations of .84 for mathematics for all students across grades 3–8—exceed the Center on Response to Intervention's recommended .70 threshold for correlations. Curriculum Associates partnered with leading academics to develop a regression-based model for predicting New York State Assessment proficiency rates. i-Ready proficiency prediction from fall, winter, and spring Diagnostic results proved to be highly accurate and remarkably consistent with observed (actual) NYSTP proficiency rates—often within one percent of observed proficiency for the sample. Plus, i-Ready accurately identified individual student needs on the standards to drive targeted instruction—both student- and



teacher-led.

**Summary of the school’s modality changes during 2020-21:** Similar to many NYC charter schools, Merrick Academy’s program was fully remote in 2020-21. However, we did open a Learning Center at our building with “student pods” run by operational staff to support our highest need students, such as those living in temporary housing, requiring child care as their parents were essential workers, students who did not have a parent at home that spoke English and could effectively support them in completing remote instruction; and, high need special education students, often those who required a 1:1 paraprofessional as mandated by their Individualized Education Plans. The Learning Center opened in December 2020 and served 120 students through June 2021.

The school’s remote schedule offered professional development for teachers every Wednesday afternoon for 3 hours. The professional development provided was led by the CAO/Principal, Assistant Principal of Mathematics, Assistant Principal of ELA, and the Director of Student Support Services. The Director of Student Support Services is responsible for social emotional learning at Merrick and manages special education and supports students who are below grade level. Professional development was also provided by an ELA consultant, Math consultant, DEIA consultant, STEAM consultant and ANet, who provided data training to teachers.

The school also served 270 students during a summer program, which was 50% academically focused and both prioritized students whose i-Ready results indicated they were below grade level and included emerging kindergarten students. The summer program was run and operated by the school, to ensure health and safety protocols were followed.

## RESULTS AND EVALUATION

### End of Year Performance on 2020-21 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students	Enrolled in at least their Second Year
------------	--------------	---

19

### 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	Percent Mid On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	21%	76	23.5%	68
4	16%	85	17.6%	74
5	26%	93	25.6%	86
All	21%	254	22.4%	228

In the 2020-21 school year, Merrick Academy did not achieve its absolute measure of 75% of 3rd through 5th grade students enrolled in at least their second year at the school performing at or above grade level standards on the mathematics assessment. Overall, 22.4% of students enrolled at the school for two or more years performed at or above grade level on the i-Ready spring mathematics assessment, over one percentage point above the school average for all 3<sup>rd</sup> through 5<sup>th</sup> grade students.

Merrick Academy’s 5th grade had the highest percentage of students attending the school for two or more years performing at or above grade level on the i-Ready spring mathematics assessment. Third grade students enrolled at the school for at least two years had a higher percentage of students performing at or above grade level compared to all 3rd grade, 23.5% compared to 21%. This trend of students enrolled at the school for at least two years having a higher percentage of students performing at or above grade level on the i-Ready mathematics spring assessment continued at the 4<sup>th</sup> grade and when assessing the all 3rd through 5th grade students.

<b>Percentage of Merrick Academy Students Performing at the Mid/Above Level on the i-Ready Mathematics Assessment</b>						
	<b>2019-20</b>			<b>2020-21</b>		
Grade	<b>Fall Assessment</b>	<b>Winter Assessment</b>	<b>Spring Assessment</b>	<b>Fall Assessment</b>	<b>Winter Assessment</b>	<b>Spring Assessment</b>
K	N/A	19%	89%	N/A	89%	67%
1st	2%	10%	68%	26%	34%	37%
2nd	1%	10%	43%	21%	25%	27%
3rd	1%	5%	28%	5%	10%	21%
4th	1%	11%	48%	5%	7%	16%
5th	5%	7%	19%	5%	13%	26%

Comparing the results of the 2019-20 school year mathematics i-Ready assessments to the 2020-21 assessments yields several interesting results. First, as described above and addressed again below, i-Ready updated their national norms in August 2020, resulting in students needing to score higher on the 2020-21 assessments to be considered at or above grade level compared to previous years. Also, in the 2020-21 school year, i-Ready’s fall norming window was moved up from the beginning of the school year through November 30 to the beginning of the school year through November 15. Couple these changes in i-Ready assessment analysis with the shifting learning models students have been subjected to during COVID-19, it could logically be expected that the percentage of students performing at or above grade level on the fall mathematics assessment

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

would have been higher in the pre-COVID 2019-20 school year compared to the fall 2020-21 assessment. However, except for Merrick Academy's 5th grade, which had the same percentage of students performing at or above grade level in the 2019-20 and 2020-21 school years, each grade level tested on the fall 2020-21 mathematics assessment had a higher percentage of students performing at or above grade level compared to the fall assessment administered in the 2019-20 school year. Impressively, Merrick Academy's 1st and 2nd grade had a higher percentage of students performing at or above grade level, 24- and 20-percentage-points respectively, compared to the 1st and 2nd grade in the 2019-20 school year.

Similarly, except for the school's 4th grade, the percentage of Merrick Academy students performing at or above grade level on the winter i-Ready mathematics assessment was higher in the 2020-21 school year compared to the 2019-20 school year. Like the 2019-20 school year fall assessment, the 2019-20 winter assessment was unaffected by COVID-19, as the school's transformation to remote learning post-dates the end of the winter norming window. The most impressive growth on the winter assessment occurred in kindergarten, where the percentage of students performing at or above grade level between the 2019-20 and 2020-21 school years grew by 70-percentage points. Also impressive was the results among the school's 1st and 2nd grades, where there was a 24- and 15-percentage point increase, respectively, in the percentage of students performing at or above grade level on the winter assessment.

When assessing longitudinal growth, each cohort of students who took the fall mathematics assessment in the 2019-20 school year showed growth when they took the fall assessment the next grade level up in the 2020-21 school year. The cohort showing the largest increase in the percentage of students performing at or above grade level between the 2019-20 and 2020-21 school years was the cohort who took the fall mathematics assessment as 2nd graders in the 2020-21 school year. From the 2019-20 school year, when they took the fall mathematics assessment as 1st graders to the 2020-21 school year, when they took the fall assessment as 2nd graders, the percentage of students performing at or above grade level in this cohort increased 19-percentage points. There was also significant longitudinal growth among the cohort of students who took the fall mathematics assessment as 2nd,3rd, and 4th graders in 2019-20 when they took the assessment as 3rd, 4th, and 5th graders in 2020-21, a four-percentage point improvement among each cohort of students.

On the winter mathematics i-Ready assessment, there was longitudinal growth at each measurable grade, except for the cohort of students who took the winter assessment as 2nd graders in the 2019- 20 school year when they took the assessment as 3rd graders in the 2020-21 school year. The greatest longitudinal increase among student cohorts between the i-Ready winter 2019-20 assessment and the 2020-21 assessment occurred in the cohorts of students who took the 2019-20 winter assessment as kindergarteners and 1st graders when they took the winter mathematics assessment as first and second graders in the 2020-21 school year, a 15-percentage point increase. Similarly impressive growth occurred among the cohort of students who took the winter assessment as 3rd grade students in the 2019-20 school year when they took the assessment as 4th

grade students in the 2020-21 school year, as well as among the cohort of students who took the assessment as 4th graders in the 2019-20 school year when they took the assessment as 5th grade students in the 2020-21 school year.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2020-21 i-Ready Mathematics Assessment

By All Students

Goal: Students will grow at a normed rate according to beginning of the year baseline score (Median Percent Annual Growth of 100% or more)

Grade s	Median Percent of Annual Typical Growth	Number Tested
3	47%	76
4	39%	85
5	67%	93
All	50%	254

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students growing at a median percent annual growth of 100% or more.

<b>Median Annual Typical Growth Percentage on i-Ready Spring Mathematics Diagnostic</b>		
<b>Goal: Growth of students with low initial absolute achievement is greater than the target, median percent annual growth of 110% or more.</b>		
<b>Grade Level</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>1<sup>st</sup></b>	358%	144%
<b>2<sup>nd</sup></b>	174%	82.5%
<b>3<sup>rd</sup></b>	120%	63%
<b>4<sup>th</sup></b>	171%	30%
<b>5<sup>th</sup></b>	113%	75%
<b>Total</b>	154%	59%
<b>3rd-5th Grade Total</b>	144%	42%

In the 2020-21 school year, Merrick Academy did not achieve its growth goal of all 3rd through 5th grade students with low initial absolute achievement attaining a median percent annual growth of 110% or more on the spring assessment. Of all the grades eligible for assessment of this goal, only the school's 1st grade exceeded the annual growth goal of 110%.

<b>Median Annual Typical Growth Percentage on i-Ready Spring Mathematics Diagnostic</b>				
<b>Goal: Growth of students with disabilities is greater than the growth of general education students.</b>				
<b>Grade Level</b>	<b>2019-2020</b>		<b>2020-2021</b>	
	All	<b>Students with Disabilities</b>	All	<b>Students with Disabilities</b>
<b>K</b>	208%	159%	54%	28%
<b>1<sup>st</sup></b>	224%	183%	50%	74%
<b>2<sup>nd</sup></b>	144%	85%	50%	32%

22

### 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>3<sup>rd</sup></b>	104%	55%	40%	78%
<b>4<sup>th</sup></b>	139%	144%	57%	0%
<b>5<sup>th</sup></b>	83%	105%	72%	56%
<b>Total</b>	144%	128%	53%	39%
<b>3rd-5th Grade Total</b>	108%	105%	57%	35.4%

In the 2020-21 school year, Merrick Academy did not meet its growth goal of having the percentage of students with disabilities in the 3rd through 5th grades performing at or above grade level be greater than the growth of the school's general education 3rd through 5th grade students between the fall and spring mathematics assessments. Looking at all 3rd through 5th grade

students, the growth of general education students on the i-Ready Spring mathematics diagnostic was 57% compared to the fall assessment. For the cohort of 3rd through 5th grade students identified as having a disability, the growth was only 35.4%. Among all grade levels assessed, the school's 1st and 3rd grades' students with disabilities showed greater growth on the i-Ready mathematics diagnostic between the fall and spring assessments when compared to the school's general education students.

Merrick did administer the NYS Mathematics Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## ADDITIONAL CONTEXT AND EVIDENCE

Studies have found that the pandemic has had the most negative effect on student achievement in mathematics. United States Department of Education’s Office of Civil Rights, *Education in a Pandemic: The Disparate Impacts of COVID-19 on America’s Students*, available at <https://www2.ed.gov/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>.

(“This and other early reports suggest that trends may vary by subject, with math skills generally slipping more than reading, perhaps substantially so.”).

Indeed, a July 2021 report by McKinsey & Company found that on average the pandemic left students five months behind in math. The report further noted that “The pandemic widened preexisting opportunity and achievement gaps, hitting historically disadvantaged students hardest. In math, students in majority Black schools ended the year with six months of unfinished learning, students in low-income schools with seven. McKinsey & Company, *COVID-19 and Education: The Lingering Effects of Unfinished Learning*, July 27, 2021, available at <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>.

Compounding the impact that COVID-19 has had on learning and academic achievement, the national norms that i-Ready uses to assess student achievement were updated in August 2020 and are currently based on data from the 2018-19 school year. Curriculum Associate Research Report, *i-Ready Diagnostic National Norms Tables for Reading and Mathematics for Grades K-8 2020-21*, August 2020, available at: <https://www.fldoe.org/core/fileparse.php/7539/urlt/iready-norms-tables-K-8-2020.pdf>. In other words, the norms that are now being used to assess student achievement do not take into consideration the disruption in the traditional learning model most students in this country have experienced during the last 18-months. In fact, the norms used this

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

year are more stringent than those used for the 2019-20 school year, resulting in students being expected to achieve at a higher level, while having experienced 18-months of academic disruption because of COVID-19.

Merrick Academy had one Math coach in 2019-20, who was terminated after the 2019-20 school year due to budget constraints, requiring a heavier lift for our Assistant Principal responsible for Math. The school, reconsidering the need of coaches, has hired an ELA and a Math coach for 2021-2022.

## SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the 2020-21 school year, Merrick did not meet its mathematics assessment goals. However, given the ongoing pandemic and the impact it has had on academic achievement, particularly



among the student population that Merrick serves, the school’s mathematics assessment results should be considered satisfactory. As described in detail in the action plan below, we intend to close the achievement gaps created by the pandemic, so long as we are able to maintain in person learning for the entirety of the 2021-22 school year.

**2020-21 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 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	254	50%	No
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	254	42%	No

**2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>5</sup>	57% <sup>6</sup>	66	34.5%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> 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%	228	22.4%	No

**ACTION PLAN**

The School will be implementing the following initiatives during the 2021-22 school year to

improve student achievement in math: 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; and
- 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.

Our theory of action, which is based on research, case studies, school visits, and interrogations, is simple: If we deliver rigorous on grade-level instruction, and we create the structures necessary

<sup>5</sup>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

<sup>6</sup>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.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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; and
- 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).

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.

- **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 for Math Block; and
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](#)**

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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; and
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.

Please see Academic Intervention slides provided above for ELA, that describes Merrick’s approach to high-dosage tutoring.

For math, the curriculum and time planned for students at-risk of meeting standards is the following:

- Zearn
- Up to 90 minutes a week for at-risk/qualifying students

- **Data Cycles**

1. Proactively monitor and respond to data:
  - a. Student Individual Learner Profiles and on-going use and ownership of the plans;
  - b. Daily exit tickets and debriefs; and
  - 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. “Frontloading” 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.

27

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

### **Strategic Approach for Content Knowledge Building and Implementation of New Curriculum**

- **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](#); and

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;
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 \(PD\)](#); and
6. Clearer alignment and coherence of the tools leaders use to provide feedback and support. ([Get Better Faster](#) and Instructional Practice Guide rubrics [IPG](#)).
7. Merrick Academy had one Math coach in 2019-20, which the school was able to retain after the 2019-20 school year due to budget constraints, requiring a heavier lift for our Assistant Principal responsible for Math. The school, reconsidering the need of coaches, has hired a Math coach for 2021-2022.

- **Strong Start**

1. “All hands on deck” approach to building routines and rituals that build Socio-emotional learning through strong academic practices; and
2. “Teach and Insist”-after diagnostics jump right into grade level curriculum with clear plans for spiraling in cumulative review.

## 2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

- **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

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE 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.

### METHOD

Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year.

### RESULTS AND EVALUATION



Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year. Merrick did administer the NYS Science Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## ADDITIONAL CONTEXT AND EVIDENCE

Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year.

## SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Merrick Academy did not administer an interim science assessment exam in the 2020-21 school year. Merrick did administer the NYS Science Assessment. However, having been remote all year, there was low attendance for the exam and the NYS assessment results are not yet available.

## 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, with dedicated STEAM blocks built into the 2021-22 school schedule. In the 2020-21 school year, steps towards this mission will include science infused into mathematics and humanities instruction and the addition of a STEAM expert consultant, who will, in particular, train the Science Teacher, and who will oversee the program.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested

students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

## RESULTS AND EVALUATION

Merrick Academy was in good standing pursuant to the state’s ESSA accountability system in the 2020-21 school year.

## ADDITIONAL EVIDENCE

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

Accountability Status by Year

Year	Status
2018-19	Good standing
2019-20	Good standing
2020-21	Good standing

# **Merrick Academy – Queens Public Charter School**

Independent Auditor's Reports and Financial Statements

June 30, 2021 and 2020



# Merrick Academy – Queens Public Charter School

June 30, 2021 and 2020

## Contents

<b>Independent Auditor’s Report.....</b>	<b>1</b>
--	----------

### **Financial Statements**

Statements of Financial Position .....	3
Statements of Activities.....	4
Statement of Functional Expenses – 2021.....	5
Statement of Functional Expenses – 2020.....	6
Statements of Cash Flows .....	7
Notes to Financial Statements .....	8

<b>Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> – Independent Auditor’s Report .....</b>	<b>15</b>
---	-----------

<b>Schedule of Findings and Responses .....</b>	<b>17</b>
---	-----------

<b>Summary Schedule of Prior Audit Findings.....</b>	<b>18</b>
--	-----------

## Independent Auditor's Report

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

### Report on the Financial Statements

We have audited the accompanying financial statements of Merrick Academy – Queens Public Charter School, which comprise the statements of financial position as of June 30, 2021 and 2020, and the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

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

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

### *Auditor's Responsibility*

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

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

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

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Merrick Academy – Queens Public Charter School as of June 30, 2021 and 2020, 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.

### ***Supplemental 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 information is fairly stated in all material respects in relation to the financial statements as a whole.

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

In accordance with *Government Auditing Standards*, we also have issued our report dated October 25, 2021, on our consideration of Merrick Academy – Queens Public Charter School’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Merrick Academy – Queens Public Charter School’s internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Merrick Academy – Queens Public Charter School’s internal control over financial reporting and compliance.

**BKD, LLP**

New York, New York  
October 25, 2021



**Merrick Academy – Queens Public Charter School**  
**Statements of Financial Position**  
**June 30, 2021 and 2020**

	<b>2021</b>	<b>2020</b>
<b>Assets</b>		
<b>Current Assets</b>		
Cash	\$ 3,137,188	\$ 2,487,033
Grants and contracts receivable	24,425	173,156
Prepaid expenses	102,243	101,440
Total current assets	3,263,856	2,761,629
Security deposits	127,770	127,770
Cash – reserve	76,037	75,829
Fixed assets – net	1,062,536	715,954
Total assets	\$ 4,530,199	\$ 3,681,182
<b>Liabilities and Net Assets</b>		
<b>Current Liabilities</b>		
Accounts payable and accrued expenses	\$ 294,940	\$ 157,012
Accrued salaries and related liabilities	792,927	752,002
Deferred revenue	9,306	25,223
Loan payable	-	459,518
Total current liabilities	1,097,173	1,393,755
Deferred rent	126,505	184,877
Loan payable	-	737,015
Total long term liabilities	126,505	921,892
Total liabilities	1,223,678	2,315,647
<b>Net Assets, Without Donor Restrictions</b>	3,306,521	1,365,535
Total liabilities and net assets	\$ 4,530,199	\$ 3,681,182

**Merrick Academy – Queens Public Charter School**  
**Statements of Activities**  
**Years Ended June 30, 2021 and 2020**

	<b>2021</b>	<b>2020</b>
<b>Operating Revenues and Other Support</b>		
Resident student enrollment	\$ 9,534,157	\$ 8,803,300
Students with disabilities	<u>1,514,496</u>	<u>1,479,114</u>
Total state and local per-pupil operating revenues	11,048,653	10,282,414
Government grants and contracts	330,704	231,169
Contributions	49,458	-
Interest	177	288
Miscellaneous income	-	31,996
Forgiveness of PPP Loan	<u>1,204,975</u>	<u>-</u>
Total operating revenues and other support	<u>12,633,967</u>	<u>10,545,867</u>
<b>Expenses</b>		
Program services		
Education	5,769,702	5,916,097
Special education	<u>3,371,092</u>	<u>2,739,896</u>
Total program services	<u>9,140,794</u>	<u>8,655,993</u>
Supporting services		
Management and general	<u>1,552,187</u>	<u>1,603,612</u>
Total expenses	<u>10,692,981</u>	<u>10,259,605</u>
<b>Change in Net Assets</b>	1,940,986	286,262
<b>Net Assets Without Donor Restrictions, Beginning of Year</b>	<u>1,365,535</u>	<u>1,079,273</u>
<b>Net Assets Without Donor Restrictions, End of Year</b>	<u><u>\$ 3,306,521</u></u>	<u><u>\$ 1,365,535</u></u>

# 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		838,099	506,837	1,344,936	107,258	1,452,194	
Retirement		95,608	57,819	153,427	12,236	165,663	
Legal service		-	-	-	88,518	88,518	
Accounting/audit services		-	-	-	150,384	150,384	
Other purchased/professional/ consulting services		177,485	91,165	268,650	102,829	371,479	
Building and land rent/lease		485,157	293,397	778,554	62,089	840,643	
Repairs and maintenance		59,786	36,155	95,941	7,651	103,592	
Insurance		52,996	32,049	85,045	6,782	91,827	
Utilities		65,685	39,723	105,408	8,406	113,814	
Supplies/materials		127,043	36,737	163,780	3,313	167,093	
Equipment/furnishings		11,886	7,188	19,074	1,521	20,595	
Staff development		178,692	68,290	246,982	10,027	257,009	
Marketing/recruitment		27,325	8,065	35,390	765	36,155	
Technology		27,119	16,400	43,519	3,470	46,989	
Student services		34,360	7,160	41,520	-	41,520	
Office expense		93,410	56,489	149,899	11,954	161,853	
Depreciation		230,255	139,246	369,501	29,468	398,969	
Bad debt expense		-	-	-	39,748	39,748	
Interest		-	-	-	8,442	8,442	
Other		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

## Statement of Functional Expenses

### Year Ended June 30, 2020

	** No. of Positions	Program Services		Total	Supporting Services		Total
		Education	Special Education		Management and General	Total	
Personnel service costs							
Administrative staff personnel	18	\$ 615,322	\$ 384,576	\$ 999,898	\$ 538,412	\$ 1,538,310	
Instructional personnel	50	2,757,449	1,216,058	3,973,507	-	3,973,507	
Noninstructional personnel	8	-	-	-	357,494	357,494	
Salaries		3,372,771	1,600,634	4,973,405	895,906	5,869,311	
Payroll taxes and employee benefits							
Retirement		862,221	409,189	1,271,410	137,639	1,409,049	
Legal service		84,713	40,203	124,916	13,523	138,439	
Accounting/audit services		-	-	-	37,343	37,343	
Other purchased/professional/ consulting services		-	-	-	159,810	159,810	
Building and land rent/lease		244,281	85,733	330,014	175,266	505,280	
Repairs and maintenance		508,592	241,365	749,957	81,188	831,145	
Insurance		53,609	25,442	79,051	8,558	87,609	
Utilities		33,061	15,690	48,751	5,278	54,029	
Supplies/materials		66,981	31,788	98,769	10,692	109,461	
Equipment/furnishings		123,036	34,195	157,231	4,275	161,506	
Staff development		6,039	2,866	8,905	964	9,869	
Marketing/recruitment		139,896	48,004	187,900	10,655	198,555	
Technology		17,232	7,623	24,855	2,399	27,254	
Student services		27,904	13,243	41,147	4,454	45,601	
Office expense		27,075	18,443	45,518	-	45,518	
Depreciation		104,364	49,529	153,893	16,660	170,553	
Other		197,412	93,687	291,099	31,514	322,613	
Total expenses		\$ 5,916,097	\$ 2,739,896	\$ 8,655,993	\$ 1,603,612	\$ 10,259,605	

\*\* Supplemental information

# Merrick Academy – Queens Public Charter School

## Statements of Cash Flows

Years Ended June 30, 2021 and 2020

	<u>2021</u>	<u>2020</u>
<b>Operating Activities</b>		
Change in net assets	\$ 1,940,986	\$ 286,262
Items not requiring (providing) operating cash flows		
Depreciation	398,969	322,613
Bad debt expense	39,748	-
Gain on forgiveness of loan	(1,204,975)	-
Noncash interest expense	8,442	-
Changes in		
Grants and contracts receivable	108,983	66,400
Prepaid expenses	(803)	(18,084)
Accounts payable and accrued expenses	81,456	(37,635)
Accrued salaries and related liabilities	40,925	(25,259)
Deferred revenue	(15,917)	25,223
Deferred rent	(58,372)	(36,698)
	<u>1,339,442</u>	<u>582,822</u>
<b>Investing Activities</b>		
Fixed asset acquisitions	<u>(689,079)</u>	<u>(245,557)</u>
	<u>(689,079)</u>	<u>(245,557)</u>
<b>Financing Activities</b>		
Proceeds from loan	<u>-</u>	<u>1,196,533</u>
	<u>-</u>	<u>1,196,533</u>
<b>Net Change in Cash and Restricted Cash</b>	650,363	1,533,798
<b>Cash and Restricted Cash, Beginning of Year</b>	<u>2,562,862</u>	<u>1,029,064</u>
<b>Cash and Restricted Cash, End of Year</b>	<u>\$ 3,213,225</u>	<u>\$ 2,562,862</u>
<b>Cash and Cash Equivalents and Restricted Cash Consist of:</b>		
Cash	\$ 3,137,188	\$ 2,487,033
Cash - reserve	<u>76,037</u>	<u>75,829</u>
	<u>\$ 3,213,225</u>	<u>\$ 2,562,862</u>
<b>Noncash Investing Activities</b>		
Property and equipment in accounts payable	<u>\$ 64,383</u>	<u>\$ 7,912</u>

# Merrick Academy – Queens Public Charter School

## Notes to Financial Statements

June 30, 2021 and 2020

### **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, 2021 and 2020, the School operated classes for approximately 570 and 530 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, 2021, the School's cash accounts exceeded federally insured limits by approximately \$2,900,000.

#### ***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, 2021 and 2020.



# Merrick Academy – Queens Public Charter School

## Notes to Financial Statements

June 30, 2021 and 2020

### ***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, 2021 and 2020.

### ***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, 2021 and 2020, 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, 2021 and 2020

### 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:

<b>Nature of the Gift</b>	<b>Value Recognized</b>
<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.

As of June 30, 2021 and 2020, \$9,306 and \$25,223 of proceeds received from conditional contributions were recorded as a liability as the conditions had not been met, respectively.

# Merrick Academy – Queens Public Charter School

## Notes to Financial Statements

June 30, 2021 and 2020

### **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 2021 and 2020, 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>2021</u>	<u>2020</u>
Leasehold improvements	\$ 1,509,566	\$ 1,154,298
Furniture and fixtures	557,590	491,124
Office and classroom equipment	420,262	389,538
Computer equipment	1,035,145	819,124
Software	<u>246,421</u>	<u>169,349</u>
	3,768,984	3,023,433
Accumulated depreciation and amortization	<u>(2,706,448)</u>	<u>(2,307,479)</u>
	<u>\$ 1,062,536</u>	<u>\$ 715,954</u>

# Merrick Academy – Queens Public Charter School

## Notes to Financial Statements

June 30, 2021 and 2020

### Note 3: Loan Payable

On March 27, 2020, President Trump signed into law the *Coronavirus Aid, Relief, and Economic Security Act*. On May 4, 2020, the School received a loan in the amount of \$1,196,533 pursuant to the Paycheck Protection Program. The School has elected to account for the funding as a loan in accordance with ACS Topic 470, *Debt*. The loan is due two years from the date of the first disbursement under the loan and has a fixed interest rate of 1 percent per year. PPP loans are subject to audit and acceptance by the U.S. Department of Treasury, Small Business Administration, or lender; as a result of such audit, adjustments could be required to any gain recognized. On January 13, 2021, the Small Business Administration forgave the balance of the loan.

### Note 4: Lease Commitments

The School has a lease on the school building which will expire on December 31, 2022. Rent expense for the years ended June 30, 2021 and 2020 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, 2021 and 2020 was \$126,505 and \$184,877, 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, 2021 and 2020 was \$101,592 and \$105,926, respectively.

The future minimum lease payments as of June 30, 2021 are:

<u>Year Ending</u> <u>June 30</u>	
2022	\$ 1,003,554
2023	517,115
2024	<u>22,840</u>
	<u>\$ 1,543,509</u>

### Note 5: Contingencies and Concentrations

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

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

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

# Merrick Academy – Queens Public Charter School

## Notes to Financial Statements

June 30, 2021 and 2020

### Note 6: Retirement Plan

The School sponsors a 401(k) retirement plan for its employees. All employees are immediately eligible to participate in the plan. Employees can make pretax contributions up to a maximum of 100 percent of the annual compensation, subject to IRS restrictions. The School matches the employee contribution up to 4 percent of the employee's annual compensation. Pension expense under this plan for the years ended June 30, 2021 and 2020 was \$165,663 and \$138,439, respectively.

### Note 7: Liquidity and Availability

The School's financial assets available within one year of the balance sheet date for general expenditures as of June 30, 2021 and 2020 are:

	<u>2021</u>	<u>2020</u>
Financial assets at year-end		
Cash	\$ 3,137,188	\$ 2,487,033
Grants and contracts receivable	<u>24,425</u>	<u>173,156</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 3,161,613</u>	<u>\$ 2,660,189</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, 2021 and 2020, the level of liquidity and reserves was managed within the policy requirements.

### Note 8: Subsequent Events

Subsequent events have been evaluated through October 25, 2021, which is the date the financial statements were available to be issued.

# Merrick Academy – Queens Public Charter School

## Notes to Financial Statements

June 30, 2021 and 2020

### 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 School is evaluating the effect the standard will have on the financial statements; however, 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, 2021, 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 25, 2021.

***Internal Control Over Financial Reporting***

In planning and performing our audit of the financial statements, we considered Merrick Academy – Queens Public Charter School's internal control over financial reporting (internal control) 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 Merrick Academy – Queens Public Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Merrick Academy – Queens Public Charter School's internal control.

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

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

### ***Compliance and Other Matters***

As part of obtaining reasonable assurance about whether Merrick Academy – Queens Public Charter School’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the 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.

**BKD, LLP**

New York, New York  
October 25, 2021

**Merrick Academy – Queens Public Charter School**  
**Schedule of Findings and Responses**  
**Year Ended June 30, 2021**

**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, 2021**

<b>Reference Number</b>	<b>Summary of Finding</b>	<b>Status</b>
-----------------------------	---------------------------	---------------

No matters are reportable.

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

As part of our audit of the financial statements of Merrick Academy – Queens Public Charter School (the School) as of and for the year ended June 30, 2021, we wish to communicate the following to you.

## **AUDIT SCOPE AND RESULTS**

### **Auditor’s Responsibility Under Auditing Standards Generally Accepted in the United States of America and the Standards Applicable to Financial Audits Contained in *Government Auditing Standards* Issued by the Comptroller General of the United States**

An audit performed in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States is designed to obtain reasonable, rather than absolute, assurance about the financial statements. In performing auditing procedures, we establish scopes of audit tests in relation to the financial statements taken as a whole. Our engagement does not include a detailed audit of every transaction. Our engagement letter more specifically describes our responsibilities.

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

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

### **Qualitative Aspects of Significant Accounting Policies and Practices**

#### ***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***

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

- Accrual and forgiveness of interest on PPP loan.

### 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.

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

No matters are reportable.

## **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 other deficiencies in internal control identified during our audit that are 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

The Financial Accounting Standards Board (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 (GAAP). One type of lease (finance leases) will be accounted for in substantially the same manner as capital leases are accounted for today. The other type of lease (operating leases) will be accounted for (both in the income statement and statement of cash flows) in a manner consistent with today's operating leases. Lessor accounting under the 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. Early adoption is permitted.

## Implementation

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

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

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

This communication is intended solely for the information and use of management, the board of trustees, 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.

*BKD, LLP*

New York, New York  
October 25, 2021

# Merrick Academy Queens Public Charter School

## ATTACHMENT

This analysis and the attached "Schedule of Uncorrected Misstatements (Adjustments Passed)" and "Schedule of Uncorrected Misstatements (Notes to the Financial Statements)" 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	3,263,856	6,137	3,269,993	0.19%
Non-Current Assets	1,266,343	0	1,266,343	0.00%
Current Liabilities	(1,105,087)	(6,137)	(1,111,224)	0.56%
Non-Current Liabilities	(126,505)	0	(126,505)	0.00%
Current Ratio	2.95		2.94	-0.34%
Total Assets	4,530,199	6,137	4,536,336	0.14%
Total Liabilities	(1,231,592)	(6,137)	(1,237,729)	0.50%
Net Assets	(3,298,607)	0	(3,298,607)	0.00%
Revenues & Income	(12,626,053)	0	(12,626,053)	0.00%
Costs & Expenses	10,692,981	0	10,692,981	0.00%
Change in Net Assets	(1,933,072)	0	(1,933,072)	0.00%

### Misstatements within Notes to the Financial Statements

**Client: Merrick Academy Queens Public Charter School**  
**Period Ending: June 30, 2021**

**SCHEDULE OF UNCORRECTED MISSTATEMENTS (ADJUSTMENTS PASSED)**

Description	Location or Business Unit	Financial Line Item	Factual (F), Judgmental (J) or Projected (P)	Assets				Liabilities				(X) Non Tax	Revenues & Income		Costs & Expenses		Net Assets		Net Effect on Following Year			
				Current		Noncurrent		Current		Noncurrent			DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)
				DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)		DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)	DR	(CR)
Reclass debit balances from accounts payable to prepaid expenses			F	6,137	0	(6,137)	0				0	0	0	0			0	0	0	0		
Taxable passed adjustments													0	0	0	0	0	0	0	0	0	
Times (1 - effective tax rate of 00%)													100%	100%	100%							
Taxable passed adjustments net of tax impact													0	0	0	0	0	0	0	0	0	
Nontaxable passed adjustments													6,137	0	(6,137)	0			0	0	0	
<b>Total passed adjustments, net of tax impact (if any)</b>													<b>6,137</b>	<b>0</b>	<b>(6,137)</b>	<b>0</b>			<b>0</b>	<b>0</b>	<b>0</b>	
													<b>Impact on Change in Net Assets</b>		<b>0</b>							
													<b>Impact on Net Assets</b>		<b>0</b>							

*Representation of:*  
Merrick Academy Charter School  
136-25 218<sup>th</sup> Street  
Laurelton, NY 11413

*Provided to:*  
**BKD, 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 BKD’s audits of our financial statements as of and for the years ended June 30, 2021 and 2020.

Our representations are current and effective as of the date of BKD’s report: October 25, 2021.

Our engagement with BKD is based on our contract for services dated: June 30, 2021.

### **Our Responsibility and Consideration of Material Matters**

We confirm that we are responsible for the fair presentation of the financial statements subject to BKD’s 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.

### **Confirmation of Matters Specific to the Subject Matter of BKD’s 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 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.
5. All transactions have been recorded in the accounting records and are reflected in the financial statements.
6. 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.
7. 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.
8. We understand the potential penalties for failure to disclose reportable tax transactions to the taxing authorities and have fully disclosed to BKD any and all known reportable tax transactions.
9. 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.
10. 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.
11. 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.

12. We have disclosed to you the identity of the entity's related parties and all the related party relationships and transactions of which we are aware. Related party relationships and transactions have been appropriately accounted for and disclosed in accordance with accounting principles generally accepted in the United States of America.

We understand that the term related party refers to an affiliate, management and members of their immediate families, component units, 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.

13. 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 balance sheet 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. With respect to any nonattest services you have provided us during the year, including assisting with the preparation of the financial statements and preparation of information returns:
  - a. We have designated a qualified management-level individual to be responsible and accountable for overseeing the nonattest services.
  - b. We have established and monitored the performance of the nonattest services to ensure 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.
23. 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.
24. 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.
25. 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.

26. 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, including those pertaining to REAC electronic submission
- 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*.

27. 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

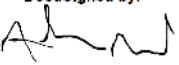
users of the supplementary information no later than the date such information and the related auditor's report are issued.

28. 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.

29. We acknowledge the current economic volatility presents difficult circumstances and challenges for not-for-profit organizations. Not-for-profit organizations are potentially facing declines in the fair values of investments and other assets, declines in the volume of business/contributions, constraints on liquidity and difficulty obtaining financing. 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 Organization'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 and evaluating capital needs and liquidity plans.

30. We have responded fully and truthfully to all your inquiries.

DocuSigned by:  
  
8C43FE7383CA4DD...  
Adrian Ivanuel, Executive Director  
Amanuel@merrickacademy.org

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



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Merrick Academy Charter School
Name of trustee (print):	Tatum Boothe
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	Merrick Academy- Queens Public School
1b) Salary:	00000
1c) Start date:	3/6/2017
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

DocuSigned by:  
  
 9B572FD346A14B1...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Merrick Academy Charter School
Name of trustee (print):	Cameil Dalgetty-Jarvis
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice-Chair, HR Committee Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

■ None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

■ None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature: Carmel DeBatty-Jarvis

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Merrick Academy Charter School
Name of trustee (print):	Cameil Dalgetty-Jarvis
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Merrick Academy Charter School
Name of trustee (print):	Cameil Dalgetty-Jarvis
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice-Chair, HR Committee Chair
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None



Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Merrick Academy Charter School
Name of trustee (print):	Cameil Dalgetty-Jarvis
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.





## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Merrick Academy Charter School
Name of trustee (print):	Jiakun Ding
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Trustee
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.**

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:

DocuSigned by:  
  
 9352C4E8273540A...

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



# FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION  
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, N.Y. 11201-3857



421554108

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:** FLS: C,1,MZ,2  
**FLOOR(S) INSPECTED:**

<b>PREMISES</b> 136-25 218 ST	<b>BOROUGH</b> 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\*\*\*\*\*  
 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
21050943	29		29	C008	10/28/20	08/21

MARTIN DE PORRES SCHOOL

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



WHDR-600+260/FDP#37088127/  
 TAG#11628/MDT-4-16/  
 718-479-3753/8A-4P/

BY ORDER OF THE FIRE COMMISSIONER

MERRICK ACADEMY  
 13625 218TH ST  
 LAURELTON NY 11413-2226

CHECKING ACCOUNTS

IMPORTANT MESSAGE

The privacy and security of your personal information is important to us. Carver Federal Savings Bank is committed to maintaining the trust and confidence we have built with our customers over the last 70 years. To obtain a copy of our Consumer Privacy Notice, please visit our website at [www.carverbank.com](http://www.carverbank.com) or contact our Customer Service Team at 855-217-3373.

Money Market		Number of Enclosures	0
Account Number	@XXXXXXXXXX@0500	Statement Dates	6/01/21 thru 6/30/21
Previous Balance	76,034.20	Days in the statement period	30
Deposits/Credits	.00	Average Ledger	76,034.20
Checks/Debits	.00	Average Collected	76,034.20
Service Charge	.00	Interest Earned	3.13
Interest Paid	3.13	Annual Percentage Yield Earned	0.05%
Current Balance	76,037.33	2021 Interest Paid	33.43

\*\*\*\*\*

Activity in Date Order		Amount	Balance
Date	Description		
6/30	Interest Deposit	3.13	76,037.33

\*\*\*\*\*

Daily Balance Information			
Date	Balance	Date	Balance
6/01	76,034.20	6/30	76,037.33

\*\*\*\*\*

Interest Rate Summary	
Date	Rate
5/31	0.050000%

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



THIS CERTIFICATE OF OCCUPANCY MUST BE POSTED  
IN THE BUILDING IN ACCORDANCE WITH THE  
DEPARTMENT'S REGULATIONS  
OF THE DEPARTMENT PROMULGATED  
MARCH 23, 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]*  
THROUGH 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.

APR. or 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 Charter School est.2000

136-25 218th St. Laurelton, NY 11413

(718) 479-3753 [Merrickacademy.org](http://Merrickacademy.org)

Stephanie Mauterstock, Executive Director

Samantha Pugh, CAO/Principal



*Inquiry, Equity and Excellence*

## MERRICK ACADEMY | 2021-2022 SCHOOL CALENDAR

How to read the calendar:

- Yellow**=Holiday/Break (NO SCHOOL)
- Light Red**=Remote Days for Students
- Green**=No School for students/Working for teachers
- Blue**=Important School Days
- Magenta**=Appreciation Days
- Light Orange** = Half Days (H.D.)

SEPTEMBER '21							OCTOBER '21							Month 11	National Principal Mth. Indigenous People /Italian Heritage Day
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
			1	2	3	4						1	2		
5	6	7	8	9	10	11	3	4	5	6	7	8	9		
12	13	14	15	16	17	18	10	11	12	13	14	15	16		
19	20	21	22	23	24	25	17	18	19	20	21	22	23		
26	27	28	29	30			24	25	26	27	28	29	30		
							31								

NOVEMBER '21							DECEMBER '21							24-31	Winter Recess
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
1	1	2	3	4	5	6				1	2	3	4		
7	8	9	10	11	12	13	5	6	7	8	9	10	11		
14	15	16	17	18	19	20	12	13	14	15	16	17	18		
21	22	23	24	25	26	27	19	20	21	22	23	24	25		
28	29	30					26	27	28	29	30	31			

JANUARY '22							FEBRUARY '22							01 7-11 22 21-25	Lunar New Year School Counselor wk School Bus Driver Day Mid-Winter Recess
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S		
						1			1	2	3	4	5		
2	3	4	5	6	7	8	6	7	8	9	10	11	12		
9	10	11	12	13	14	15	13	14	15	16	17	18	19		
16	17	18	19	20	21	22	20	21	22	23	24	25	26		
23	24	25	26	27	28	29	27	28							
30	31														

# Merrick Academy Charter School est.2000

136-25 218th St. Laurelton, NY 11413

(718) 479-3753 [Merrickacademy.org](http://Merrickacademy.org)

Stephanie Mauterstock, Executive Director

Samantha Pugh, CAO/Principal



*Inquiry, Equity and Excellence*

MARCH '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

4 Maintenance Day  
 14 Pi Day  
 17 St. Patrick's Day  
 29-31 3-5 ELA State Test

APRIL '22						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

4-8 Assistant Principal Wk  
 6 Paraprofessional Day  
 15 REMOTE  
 18-22 Spring Recess  
 26-28 3-5 Math State Test

MAY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

01 School Principal Day  
 02 Eid al-Fitr (REMOTE)  
 3-6 Teacher Appreciation Wk  
 08 Mother's Day  
 11 School Nurse Day  
 30 Memorial's Day

JUNE '22						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

09 Chancellor (Students)  
 19 Father's Day \*  
 20 Juneteenth Observed  
 27 Last Day of School(H.D.)