



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/12/2015

Last updated: 07/31/2015

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

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1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

MERRICK ACADEMY-QUEENS PUBLIC CS (SUNY TRUSTEES) 342900860821

2. CHARTER AUTHORIZER

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

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 29

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	136-25 218th Street Springfield Gardens, NY 11413	718-479-3753	718-479-8108	

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Staci White
Title	Director of Operations
Emergency Phone Number (###-###-####)	201-805-3189

5. SCHOOL WEB ADDRESS (URL)

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

6. DATE OF INITIAL CHARTER

2001-04-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2001-09-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

492

9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	136-25 218th Street Springfield Gardens, NY 11413	718-479-3753	CSD 29	K-6	Yes	Rent/Lease
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Karen Valbrun	718-479-3753		[REDACTED]
Operational Leader	Staci White	718-479-3753	[REDACTED]	[REDACTED]
Compliance Contact	Staci White	718-479-3753	[REDACTED]	[REDACTED]
Complaint Contact	Karen Valbrun	718-479-3753		[REDACTED]

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14. Were there any revisions to the school’s charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

14a. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	The school was approved to reduce the grades served from K-6 to K-5.		
2				
3				
4				
5				

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

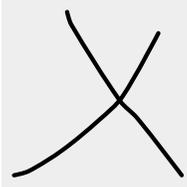
Karen Valbrun, Principal

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

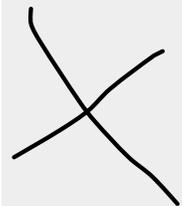
Responses Selected:

Yes

Signature, Head of Charter School

A large, handwritten 'X' mark in black ink, positioned in the top-left corner of a light gray rectangular area.

Signature, President of the Board of Trustees

A large, handwritten 'X' mark in black ink, positioned in the top-left corner of a light gray rectangular area.

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/12/2015

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Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000042390>

**MERRICK ACADEMY –
QUEENS PUBLIC
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Dr. Karen Valbrun
207-01 Jamaica Avenue
Queens Village, NY 11428
718-479-3753

Dr. Karen Valbrun, Principal, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari	Chair/Board President; Executive Committee, Human Resources Committee, and Financial Committee
Stanton Brown	Trustee/Member; Human Resource Committee and Public Relations Committee
James Ding	Trustee/Member; Academic Committee
Lula Fisher	Parent Representative
Miriam Raccah	Trustee/Member; Chair of the Academic Committee and Public Relations Committee
Anna Ramroop	Trustee/Member; Academic Committee and Executive Committee
March Titus	Trustee/Member; Academic Committee; Executive Committee, and Finance Committee

Dr. Karen Valbrun has served as the principal since 2014.

INTRODUCTION

The State University of New York Board of Trustees approved the Merrick Academy – Queens Public Charter School in June of 2000. Located in District 29 in Queens Village, New York City, the school opened in September 2000 with an enrollment of 121 in grades K - 2 and enrolled 495 students as of BEDS day for the 2014-15 school year in grades K-6.

The mission of Merrick Academy is to become one of the finest public schools in America. Merrick Academy is built on the philosophy that all children can learn and the school ensures that all students meet or exceed New York State performance standards.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2011-12	78	80	78	77	78	68	40	499
2012-13	100	71	72	77	78	68	40	499
2013-14	76	100	74	75	80	72	23	500
2014-15	73	73	97	78	75	78	21	495

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The English Language Arts Program at Merrick Academy is based on the premise that all children can learn. To ensure that speaking, listening, reading and writing form the basis for the curriculum in the English Language Arts we utilize an instructional framework tailored for grades K-6. The balanced learning approach incorporates research-based literacy programs along with the New York State and Common Core State Standards to ensure that our students are prepared as they progress towards college and career readiness. Teachers at every grade level developed unit maps and lesson plans to implement learning experiences aligned with the Common Core State Standards. Based on their assessment of student readiness and the need to be accountable to benchmark progressions, teachers utilize research-based programs such as the Scott Foresman's Reading Street, the Scholastic Guided Reading Program, Balanced Literacy, Fountas and Pinnell systems, Traits Writing Program, and Write Source as resources in their balanced learning approach to instruction.

Merrick Academy utilized the DIBELS, RALLY, TERRANOVA ELA (K-3), Fountas and Pinnell, and "in - house" grade level assessments to identify skill gaps and students' strengths and weaknesses. The administrators and teachers collected and analyzed the data, reviewed current practices, and identified the needs of the school, individual grades and classes, and individual students to develop action plans to address the gaps and describe the appropriate methods of intervention. The National Urban Alliance supported the school's instructional program and focused their work on learning, teaching and student retention of material. The NUA professional development was delivered monthly through a pedagogical flow map that provided teachers with explicit instructional strategies in the teaching of phonics, comprehension, fluency, writing strategies, and vocabulary development. Teachers also received professional development during grade meetings, after school in balanced literacy, content area reading, and small group instruction. The teachers attended a four day Summer Institute with the National Urban Alliance in Minneapolis, Minnesota. This institute provided administrators and teachers with pedagogical and leadership practices focused on high intellectual performance for all students, especially students challenged by poverty, by ensuring equality in achieving the goals of the Common Core State Standards.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 6 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	75	0	0	0	75
5	79	0	0	0	79
6	19	0	0	1	20
All	251	0	0	1	252

Results

The following table presents the English language arts test results for all third through sixth grade students and for those third through sixth grade students enrolled in at least their second year at Merrick. On the 2014-15 English language arts exam, 15.9% of all enrolled students and 16.1% of students enrolled in at least their second year tested at a proficient level.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	14.1%	78	14.2%	70
4	13.3%	75	15.9%	63
5	17.7%	79	17.8%	73
6	26.4%	19	22.2%	18
All	15.9%	251	16.1%	224

Evaluation

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

For 2014-15, Merrick did not meet the absolute measure for English Language Arts proficiency. Overall, 15.9% of the school's students tested at a proficient level. 16.1% of students in at least their second year at the school performed at a proficient level. The school was 59.1 percentage points shy of reaching its stated goal of 75% proficiency on the 2014-15 English language arts assessment exam.

Additional Evidence

From the 2013-14 to 2014-15 school years, Merrick showed a slight overall decline in the percentage of students achieving proficiency on the English language arts exams. However, the percentage of third grade students performing at a proficient level increased an impressive 4.7 percentage points in that time. Further, the cohort of students who tested at proficient level on the 2013-14 English language arts exam as third grade students increased 6.4 percentage points when they took the exam as fourth grade students during the 2013-14 school year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38%	61	9.5%	63	14.2%	70
4	20%	64	32%	68	15.9%	63
5	21%	67	22%	63	17.8%	73
6	11%	19	5.5%	18	22.2%	18
All	25%	211	20%	212	16.1%	224

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Merrick achieved an aggregate PLI score of 78.8 on the English language arts exam in the 2014-15 school year.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	37.0	47.0	14.3	1.6

$$\begin{array}{rcccccccc}
 \text{PI} & = & 47. & + & 14. & + & 1.6 & = & 62.9 \\
 & & 0 & & 3 & & & & \\
 & & & & 14. & + & 1.6 & = & \underline{15.9} \\
 & & & & 3 & & & & \\
 & & & & & & \text{PLI} & = & 78.8
 \end{array}$$

Evaluation

Merrick missed the aggregate PLI goal by 18.2 points.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at Merrick as compared to all tested students in the surrounding public school district, Community School District 29 on the 2014-15 state English language arts exam. Merrick's aggregate percentage of students at proficiency was 16.1%, while the local district's average was 28.2%.

2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number	Percent	Number

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
		Tested		Tested
3	14.2%	70	30.4%	2472
4	15.9%	63	31.5%	2370
5	17.8%	73	29.9%	2363
6	22.2%	18	20.3%	2175
All	16.1%	224	28.2%	9380

Evaluation

Merrick did not meet this measure. The school's aggregate percentage of students performing at a proficient level on the 2014-15 English language arts exam was 12.1 percentage points below Community School District 29.

Additional Evidence

As shown through the chart below, Merrick had a higher percentage of students performing at a proficient level in the sixth grade, the majority of these students were educated at Merrick since kindergarten, than the district average for sixth grade students. Further, Merrick's third grade students closed the gap by 1.3 percentage points between the number of students performing at a proficient level at the school and the district average.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	38%	28%	9.5%	27%	14.2%	30.4%
4	20%	27%	32%	31%	15.9%	31.5%
5	21%	25%	22%	27%	17.8%	29.9%
6	11%	15%	5.5%	16%	22.2%	20.3%
All	25%	24%	20%	25%	16.1%	28.2%

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The actual percentage of Merrick students performing at levels 3 and 4 on the 2013-14 state English language arts exam was 20.2, 2.5 points below the predicted goal. However, the percentage of ecumenically disadvantaged students Merrick served in the 2013-14 school year was nearly five percentage points higher than the previous year.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	78.7	72	9	23.8	-14.8	-1.04
4	77.5	77	33	24.5	8.5	0.59
5	77.8	71	23	21.1	1.9	0.15
6	78.3	23	4	18.8	-14.8	-1.08
All	78.0	243	20.2	22.8	-2.5	-0.18

School's Overall Comparative Performance:
<i>Lower than expected</i>

Evaluation

Merrick's aggregate Effect Size did not exceed the comparative measure. This is largely attributable to the low performance in the third and sixth grades. However, the school's aggregate Effect Size was slightly negative.

Additional Evidence

The percentage of economically disadvantaged students that Merrick served grew significantly over the past three school years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-6	53%	263	59%	53%	.39
2012-13	3-6	58%	236	25%	23%	0.15
2013-14	3-6	78.0%	243	20.2	22.8	-0.18

Goal 1: Growth Measure⁴

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

School wide, Merrick did not exceed the English language arts mean growth percentile.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	51	50.0
5	37	50.0
6	52	50.0
All	44.5	50.0

Evaluation

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Overall, the school did not exceed the statewide median mean growth percentile. However, Merrick's fourth and sixth grade exceeded the statewide median mean growth percentile by 1 and 2 points respectively.

Additional Evidence

Although the school's overall mean growth percentile decreased from the 2012-13 school year to the 2013-14 school year, the school's fourth grade's mean growth percentile increased by 4.5 points and the sixth grade decreased by one half of a point.

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

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		47.5	51	50.0
5		46	37	50.0
6		52.5	52	50.0
All		48.6	44.5	50.0

Summary of the English Language Arts Goal

Merrick did not achieve any of its goals on the English language arts portion of the state's assessment exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

Curriculum

⁶ Grade level results not available.

- Teachers in grades K-6 will utilize the ENGAGENY lessons, materials and resources to complement the balanced literacy approach.
- Grades K-2 will use the Wilson FUNdations program to support instruction in the teaching of phonics.
- Lesson plans were refined to address the Common Core Standard alignment and to ensure that students are making benchmark progress.
- Additional fiction and nonfiction texts were purchased as recommended by ENGAGENY.
- Technology will be better utilized to support instruction and accommodate diverse learners.

Instruction

- National Urban Alliance will continue to support teachers in the development of instructional practices and pedagogy that will impact student achievement. The Summer Institute provided teachers with pedagogical and teaching strategies to strengthen students' critical skills.
- Additional staff was identified and hired to support literacy in grades K-6.
- Students will read, comprehend and respond to authentic nonfiction texts within units of studies and engage in rigorous tasks and discussions.

Assessment

- Merrick Academy will continue to utilize DIBELS and the Fountas and Pinnell Systems to track student's progress and respond through action planning.
- The school will also utilize the Victory Interim Assessment Platform for English language arts that is aligned to the Common Core state Standards.
- Merrick Academy will continue to use the Fountas and Pinnell Benchmark system to determine instructional and independent reading levels of students and provide intervention using a guided model.

Professional Development

- The pre service sessions introduced teachers to revised instructional frameworks and workshops on strategies that will increase student proficiency in ELA.
- Teachers in grades K-2 received training in the implementation of the Wilson FUNdations programs

MATHEMATICS

Goal 2: Mathematics

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

Background

The school's mathematics curriculum is conducted using a balanced math approach, which includes: student-centered concept development through the use of manipulative and math games; number sense activities; problem solving experiences; standardized as well as performance-based assessments; and opportunities for students to communicate their

thinking and justify their answers. The program is supplemented with interesting reading materials pertaining to mathematics.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 6 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	75	0	0	0	75
5	79	0	0	0	79
6	18	0	0	1	17
All	250	0	0	1	251

Results

The following table presents the 2014-15 mathematics test results for all third through sixth grade students and for those third through sixth grade students enrolled in at least their second year at Merrick. Overall, 23.6% of the students who took the 2014-15 state mathematics exam performed at a proficient level. 23.2% of students enrolled in at least their second year performed at the school tested at a proficient level.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

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

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	28.2%	78	26.8%	71
4	21.4%	75	22.2%	63
5	19.0%	79	19.2%	73
6	33.4%	18	29.4%	17
All	23.6%	250	23.2%	224

Evaluation

Merrick did not meet the absolute measure for math proficiency. Overall, 23.2% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 51.8 percentage points.

Additional Evidence

Merrick showed an overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year at the fourth and fifth grades. Additionally, there was an increase in the percentage of students performing at a proficient level in the cohort of students who took the exam as fifth graders in the 2013-14 school year when they took the exam as sixth graders in 2014-15. Further, the percentage of sixth grade students performing at a proficient level grew an impressive 12.4 percentage points from the previous year.

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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	34%	61	27%	63	26.8%	71
4	33%	64	46%	68	22.2%	63
5	27%	67	25%	63	19.2%	73
6	21%	19	17%	18	29.4%	17
All	30%	211	32%	212	23.2%	224

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Merrick achieved an aggregate PLI score of 88.8 in mathematics in the 2014-15 school year.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	34.5	41.6	18.0	5.6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41. & + & 18. & + & 5.6 & = & 65.2 \\
 & & 6 & & 0 & & & & \\
 & & & & 18. & + & 5.6 & = & \underline{23.6} \\
 & & & & 0 & & & & \\
 & & & & & & \text{PLI} & = & 88.8
 \end{array}$$

Evaluation

Merrick fell below the goal of an AMO of 94 by 5.2 points.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

⁸ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

The chart below shows the percentage of students performing at or above level three on the 2014-15 state mathematics assessment exam enrolled in at least their second year at Merrick as compared to the average of all tested students in the surrounding public school district, Community School District 29. Overall 23.2 percent of Merrick students in at least their second year at the school performed at a proficient level.

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	26.8%	71	32.8%	2500
4	22.2%	63	31.6%	2406
5	19.2%	73	33.6%	2387
6	29.4%	17	19.9%	2195
All	23.2%	224	29.7%	9488

Evaluation

Merrick did not meet this measure. The school's aggregate percentage of students performing at a proficient level on the 2014-15 state mathematics assessment exam was below the district average by 6.5 percentage points. However, Merrick's sixth grade had a higher percentage of students performing at a proficient level when compared to Community School District 29.

Additional Evidence

As shown by the table below, Merrick has outperformed the local school district in two of the past three years on the state mathematics assessment exam. Further, in the 2012-13 school year, each grade level had a higher percentage of students performing at a proficient level compared to Community School District 29. On the 2014-15 mathematics assessment exam, Merrick's sixth had a higher percentage of students performing at a proficient level when compared to Community School District 29.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	34%	27%	27%	32%	26.8%	32.8%
4	33%	28%	46%	34%	22.2%	31.6%

5	27%	21%	25%	33%	19.2%	33.6%
6	21%	18%	17%	20%	29.4%	19.9%
All	30%	24%	32%	30%	23.2%	29.7%

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Merrick performed lower than expected on its predicated level of performance on the state mathematics exam. The school's fourth grade performed at a particularly high level, exceeding its predicted level by 13.4 points.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	78.7	72	26	33.2	-7.2	-0.39
4	77.5	77	46	32.6	13.4	0.67
5	77.8	71	26	30.0	-4.0	-0.21
6	78.3	23	13	26.5	-13.5	-0.66
All	78.0	243	31.1	31.5	-0.4	-0.03

School's Overall Comparative Performance:

Lower than expected

Evaluation

Merrick did not meet its measure of having an Effect Size that exceeded 0.3. Merrick's effect size was slightly negative at -0.03. However, the Effect Size of Merrick's fourth grade was an impressive 0.67.

Additional Evidence

In the 2011-12 and 2012-13 school years, Merrick's effect size was 0.64 and 0.32 respectively. Although the percentage of students performing at levels 3 and 4 on the state mathematics exam dropped in the 2013-14 school year, the percentage of economically disadvantages students the school served increased by 20 percentage points.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-6	53%	263	73%	62%	0.64
2012-13	3-6	58%	236	31.4	26.0	0.32
2013-14	3-6	78.0	243	31.1	31.5	-0.03

Goal 2: Growth Measure¹⁰

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

Overall, the school did not exceed the statewide median mean growth percentile on the 2013-14 mathematics exam.

¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	54	50.0
5	27	50.0
6	68	50.0
All	43	50.0

Evaluation

Although the school did not exceed the statewide median mean growth percentile school wide, the fourth and sixth grade was above the statewide median. Impressively, the school's sixth grade was 18 points above the statewide median.

Additional Evidence

The school's overall mean growth percentile decreased by one point from the 2012-13 school year to the 2013-14 school year. However, the school's fourth grade increased by 2.5 points and the sixth grade increased an impressive 21 points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		51.5	54	50.0
5		33.5	27	50.0
6		47	68	50.0
All		44	43	50.0

Summary of the Mathematics Goal

Merrick did not achieve any of its measurements on the 2014-15 state mathematics assessment exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same	Did Not Achieve

¹² Grade level results not available.

	tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

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

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

Additionally, there will be rigorous instruction in mathematics, including manipulatives for hands-on experiences for students and math games at each grade level, K-6. This will continue to be implemented across the curriculum using Accountable talk, writing in mathematics, technology, researched based instructional strategies and fine arts. The goal will be set using a rubric, which incorporates the state level standards and Common Core Standards for proficiency. Further, teachers and administration will continue to plan strategically through monthly planning meetings, weekly grade team meetings, and weekly Pupil Personnel Committee meetings. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action.

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

Curriculum

- Teachers in grades K-6 will utilize the ENGAGENY lessons, materials and resources to complement the Go Math Program.
- Lesson plans were refined to address the Common Core Standard alignment and to ensure that students are making benchmark progress.
- Technology will be better utilized to support instruction and accommodate diverse learners.

Instruction

- National Urban Alliance will continue to support teachers in the development of instructional practices and pedagogy that will impact student achievement. The Summer Institute provided teachers with pedagogical and teaching strategies to strengthen students' critical skills.

Assessment

- Merrick Academy will utilize the Go Math Program resources to track students' progress and respond through action planning.
- The school will also utilize the Victory Interim Assessment Platform for Math that is aligned to the Common Core state Standards.

Professional Development

- The pre service sessions introduced teachers to revised instructional frameworks and workshops on strategies that will increase student proficiency in MATH.
- Teachers in grades K-2 received training in the implementation of the Wilson FUNdation programs

SCIENCE

Goal 3: Science

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

Background

Merrick Academy utilizes a proprietary, standard-based curriculum based on the Core Knowledge Sequence to teach science. It was developed and is continually updated and refined by the Core Knowledge Foundation, an independent organization that leverages the research of teachers, administrators and academic scholars around the country. Science instruction is conducted at least twice a week in ninety-minute blocks. Inquiry-based instruction is done using the scientific method. Students in grades 4–6 utilize the science lab once a week and teachers receive differentiated professional development according to need. Students in grades K–6 are administered a unit test upon completion of the Earth, Physical, and Life Science units. Students in grade 4 complete the New York State Science Assessment.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student's raw score to a

performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

In the 2014-15 school year, 87.3% of students at Merrick in at last their second year achieved a proficient score on the state science assessment exam.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87.3%	63	N/A	N/A

Evaluation

Merrick met this measure and exceeded the threshold for achieving this goal by 12.3 percentage points.

Additional Evidence

Merrick continues to maintain a high level of performance on the state science assessment exam. In each of the previous three years, the percentage of students performing at a proficient level has been at least 12.3 percentage points higher than the stated goal.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	95%	64	91%	71	87.3%	63
All	95%	64	91%	71	87.3%	63

Goal 3: Comparative Measure

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

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Because the district results for the 2014-15 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

2014-15 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87.3%	63	N/A	N/A

Evaluation

Because the district results for the 2014-15 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

Additional Evidence

Because the district results for the 2014-15 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed. However, in the 2012-13 school year, Merrick outperformed Community School District 29 by an impressive 10 percentage points.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	95%	85%	91%	N/A	87.3%	N/A
All	95%	85%	91%	N/A	87.3%	N/A

Summary of the Science Goal

Merrick achieved its absolute measure for the science goal. At the time of this writing, the district science results have not been released for the 2014-15 exam. Thus, the comparative goal cannot be assessed.

Type	Measure	Outcome
------	---------	---------

Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

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

Science will continue to be taught using the scientific method. This will include science instruction being inquiry based and experimental, allowing students to research topics using the New York State standards as goals. Furthermore, teachers and administration will continue to plan strategically through the engagement of: peer review (Critical Friends Group), monthly meetings, weekly grade team meetings, and weekly Pupil Personnel Committee meetings.

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

Additionally, there will be rigorous inquiry based instruction in science, with continued weekly utilization of the science lab by students in grades 3-6. The goal will be set using a rubric, which incorporates the state level standards and Common Core Standards for proficiency. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action. As a final point, parent workshops to provide strategies for incorporating science into everyday life will be incorporated into the school's parent calendar.

NCLB

Goal 4: NCLB
The school will make Adequate Yearly Progress

Goal 4: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Merrick Academy is in good standing for the 2014-15 school year.

Evaluation

Merrick Academy met this measure. The school is in good standing this year.

Additional Evidence

Merrick Academy continues to be in good academic standing under the NCLB system.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/22/2015

Page 1

Charter School Name:

B. Financial Information

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

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	8177061
Line 2: Year End Per Pupil Count	498
Line 3: Divide Line 1 by Line 2	16407

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	700374
Line 2: Management and General Cost (Column)	526185
Line 3: Sum of Line 1 and Line 2	1226559
Line 4: Year End Per Pupil Count	498
Line 5: Divide Line 3 by the Year End Per Pupil Count	2461

Thank you.



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

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
------------------------------	--

2- BLUE tabs require input of information

1.) Name of School	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
2.) Enrollment	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
4.) Yearly Budget	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

 = Enter information into the light BLUE shaded cells.

 = Cells labeled in ORANGE containe guidance regarding the input of information.

 = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

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

District Code	School District Name	Final 2014-15 Basic Tuition*	Final 2015-16 Basic Tuition*
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ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Merrick Academy-Queens Public Charter School

Contact Name: Josh Moreau
Contact Title: Financial Consultant
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

Current Academic Year: 2014-15
Prior Academic Year: #NAME?

TER SCHOOL

8	9	10	11	12

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
0	0	0	0	0
0	0	0	0	0
COMPLETELY pleted.				
ACTUAL ENROLLMENT BY QUARTER				
TER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised Budgeted Enrollment</i>	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

MERRICK ACADEMY-QUEENS PUBLIC CHAR
2014-15

STAFFING PLAN - FULL TIME EQUIVALENT

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETE IF the Revised Budget column IS utilized, the ENTIRE column should be completed for both the FTE and WAGES sections.

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Executive Management									
Instructional Management			2.0		2.0		2.0		2.0
Deans, Directors & Coordinators			2.0		2.0		2.0		2.0
CFO / Director of Finance									
Operation / Business Manager			1.0		1.0		1.0		1.0
Administrative Staff			3.0		3.0		3.0		3.0
TOTAL ADMINISTRATIVE STAFF		0.0	8.0	0.0	8.0	0.0	8.0	0.0	8.0
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Teachers - Regular			29.0		29.0		29.0		29.0
Teachers - SPED			4.0		4.0		4.0		4.0
Substitute Teachers			3.0		3.0		3.0		3.0
Teaching Assistants									
Specialty Teachers			7.0		7.0		7.0		7.0
Aides			3.0		3.0		3.0		3.0
Therapists & Counselors			1.0		1.0		1.0		1.0
Other									
TOTAL INSTRUCTIONAL		0.0	47.0	0.0	47.0	0.0	47.0	0.0	47.0
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR 2014-15 ACTUAL	ANNUAL BUDGETED FTE						
*NOTE: Enter the number of FTE positions in the "blue" cells.			Q1		Q2		Q3		Q4
			Original	Revised	Original	Revised	Original	Revised	Original
Nurse									
Librarian									
Custodian			2.0		2.0		2.0		2.0
Security			2.0		2.0		2.0		2.0
Other									
TOTAL NON-INSTRUCTIONAL		0.0	4.0	0.0	4.0	0.0	4.0	0.0	4.0
TOTAL PERSONNEL SERVICE FTE		0.0	59.0	0.0	59.0	0.0	59.0	0.0	59.0

TER SCHOOL

ADMINISTRATIVE PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Executive Management						
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance						
Operation / Business Manager						
Administrative Staff						
INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular						
Teachers - SPED						
Substitute Teachers						
Teaching Assistants						
Specialty Teachers						
Aides						
Therapists & Counselors						
Other						
NON-INSTRUCTIONAL PERSONNEL WAGES		ACTUAL QUARTERLY WAGES				Description of Assumptions
*NOTE: Enter the average salary for each category in the "blue" cells.	4	Q1	Q2	Q3	Q4	
	Revised	Actual	Actual	Actual	Actual	
Nurse						
Librarian						
Custodian						
Security						
Other						

MERRICK ACADEMY-QUEENS PUBLIC CHARTER
Budget / Operating Plan
2014-15

		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Revenue		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		-	1,819,632	#NAME?	#NAME?	1,886,053	#NAME?	#NAME?	1,886,053
Net Income		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	495	-	-	495	-	-	495
		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
		#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions							
Executive Management	-	-	-	-	#NAME?	-	-	#NAME?	-
Instructional Management	2.00	-	66,050	-	#NAME?	66,050	-	#NAME?	66,050
Deans, Directors & Coordinators	2.00	-	26,482	-	#NAME?	26,482	-	#NAME?	26,482
CFO / Director of Finance	-	-	-	-	#NAME?	-	-	#NAME?	-
Operation / Business Manager	1.00	-	28,520	-	#NAME?	28,520	-	#NAME?	28,520
Administrative Staff	3.00	-	31,471	-	#NAME?	31,471	-	#NAME?	31,471
TOTAL ADMINISTRATIVE STAFF	8.00	-	152,523	-	#NAME?	152,523	-	#NAME?	152,523
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	29.00	-	486,520	-	#NAME?	486,520	-	#NAME?	486,520
Teachers - SPED	4.00	-	65,499	-	#NAME?	65,499	-	#NAME?	65,499
Substitute Teachers	3.00	-	15,064	-	#NAME?	15,064	-	#NAME?	15,064
Teaching Assistants	-	-	-	-	#NAME?	-	-	#NAME?	-
Specialty Teachers	7.00	-	101,269	-	#NAME?	101,269	-	#NAME?	101,269
Aides	3.00	-	13,219	-	#NAME?	13,219	-	#NAME?	13,219
Therapists & Counselors	1.00	-	15,450	-	#NAME?	15,450	-	#NAME?	15,450
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL INSTRUCTIONAL	47.00	-	697,020	-	#NAME?	697,020	-	#NAME?	697,020
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-
Custodian	2.00	-	19,284	-	#NAME?	19,284	-	#NAME?	19,284
Security	2.00	-	-	-	#NAME?	-	-	#NAME?	-
Other	-	-	-	-	#NAME?	-	-	#NAME?	-
TOTAL NON-INSTRUCTIONAL	4.00	-	19,284	-	#NAME?	19,284	-	#NAME?	19,284
SUBTOTAL PERSONNEL SERVICE COSTS	59.00	-	868,827	-	#NAME?	868,827	-	#NAME?	868,827
PAYROLL TAXES AND BENEFITS									
Payroll Taxes	-	-	86,883	-	#NAME?	86,883	-	#NAME?	86,883
Fringe / Employee Benefits	-	-	182,410	-	#NAME?	182,410	-	#NAME?	182,410
Retirement / Pension	-	-	17,377	-	#NAME?	17,377	-	#NAME?	17,377
TOTAL PAYROLL TAXES AND BENEFITS	-	-	286,669	-	#NAME?	286,669	-	#NAME?	286,669
TOTAL PERSONNEL SERVICE COSTS	59.00	-	1,155,496	-	#NAME?	1,155,496	-	#NAME?	1,155,496
CONTRACTED SERVICES									
Accounting / Audit	-	-	-	-	#NAME?	-	-	#NAME?	-
Legal	-	-	17,500	-	#NAME?	17,500	-	#NAME?	17,500
Management Company Fee	-	-	107,850	-	#NAME?	107,850	-	#NAME?	107,850
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-
Food Service / School Lunch	-	-	19,290	-	#NAME?	57,870	-	#NAME?	57,870
Payroll Services	-	-	11,416	-	#NAME?	11,416	-	#NAME?	11,416
Special Ed Services	-	-	2,250	-	#NAME?	2,250	-	#NAME?	2,250
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-
Other Purchased / Professional / Consulting	-	-	40,630	-	#NAME?	40,630	-	#NAME?	40,630
TOTAL CONTRACTED SERVICES	-	-	198,936	-	#NAME?	237,516	-	#NAME?	237,516

MERRICK ACADEMY-QUEENS PUBLIC CHARTER
Budget / Operating Plan
2014-15

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	1,819,632	#NAME?	#NAME?	1,886,053	#NAME?	#NAME?	1,886,053
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	495	-	-	495	-	-	495
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
ENROLLMENT - *School Districts Are Linked To Above Entries*								
Number of Districts:	-	1	-	-	1	-	-	1
NYC CHANCELLOR'S OFFICE	-	495	-	-	495	-	-	495
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	495	-	-	495	-	-	495
REVENUE PER PUPIL	-	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	-	3,674	-	#NAME?	3,808	-	#NAME?	3,808

ER SCHOOL

Total Revenue		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses		#NAME?	#NAME?	1,961,096	#NAME?	#NAME?
Net Income		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment		-	-	495	-	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		Revised Budget	Variance	Original Budget	Revised Budget	Variance
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	-	-	#NAME?	-	-	#NAME?
Instructional Management	2.00	-	#NAME?	66,050	-	#NAME?
Deans, Directors & Coordinators	2.00	-	#NAME?	26,482	-	#NAME?
CFO / Director of Finance	-	-	#NAME?	-	-	#NAME?
Operation / Business Manager	1.00	-	#NAME?	28,520	-	#NAME?
Administrative Staff	3.00	-	#NAME?	31,471	-	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.00	-	#NAME?	152,523	-	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	29.00	-	#NAME?	486,520	-	#NAME?
Teachers - SPED	4.00	-	#NAME?	65,499	-	#NAME?
Substitute Teachers	3.00	-	#NAME?	15,064	-	#NAME?
Teaching Assistants	-	-	#NAME?	-	-	#NAME?
Specialty Teachers	7.00	-	#NAME?	101,269	-	#NAME?
Aides	3.00	-	#NAME?	13,219	-	#NAME?
Therapists & Counselors	1.00	-	#NAME?	15,450	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL INSTRUCTIONAL	47.00	-	#NAME?	697,020	-	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	2.00	-	#NAME?	19,284	-	#NAME?
Security	2.00	-	#NAME?	-	-	#NAME?
Other	-	-	#NAME?	-	-	#NAME?
TOTAL NON-INSTRUCTIONAL	4.00	-	#NAME?	19,284	-	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	59.00	-	#NAME?	868,827	-	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	#NAME?	86,883	-	#NAME?
Fringe / Employee Benefits		-	#NAME?	182,410	-	#NAME?
Retirement / Pension		-	#NAME?	17,377	-	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		-	#NAME?	286,669	-	#NAME?
TOTAL PERSONNEL SERVICE COSTS	59.00	-	#NAME?	1,155,496	-	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		-	#NAME?	20,600	-	#NAME?
Legal		-	#NAME?	17,500	-	#NAME?
Management Company Fee		-	#NAME?	107,850	-	#NAME?
Nurse Services		-	#NAME?	-	-	#NAME?
Food Service / School Lunch		-	#NAME?	57,870	-	#NAME?
Payroll Services		-	#NAME?	11,416	-	#NAME?
Special Ed Services		-	#NAME?	2,250	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		-	#NAME?	40,630	-	#NAME?
TOTAL CONTRACTED SERVICES		-	#NAME?	258,116	-	#NAME?

ER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,961,096	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	495	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	-	#NAME?	258	-	#NAME?
Classroom / Teaching Supplies & Materials	-	#NAME?	10,043	-	#NAME?
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	-	#NAME?	65,568	-	#NAME?
Supplies & Materials other	-	#NAME?	-	-	#NAME?
Equipment / Furniture	-	#NAME?	4,172	-	#NAME?
Telephone	-	#NAME?	697	-	#NAME?
Technology	-	#NAME?	6,439	-	#NAME?
Student Testing & Assessment	-	#NAME?	3,090	-	#NAME?
Field Trips	-	#NAME?	1,545	-	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	-	#NAME?	5,104	-	#NAME?
Office Expense	-	#NAME?	22,507	-	#NAME?
Staff Development	-	#NAME?	15,970	-	#NAME?
Staff Recruitment	-	#NAME?	10,300	-	#NAME?
Student Recruitment / Marketing	-	#NAME?	2,575	-	#NAME?
School Meals / Lunch	-	#NAME?	1,322	-	#NAME?
Travel (Staff)	-	#NAME?	515	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Other	-	#NAME?	386	-	#NAME?
TOTAL SCHOOL OPERATIONS	-	#NAME?	150,490	-	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	-	#NAME?	16,304	-	#NAME?
Janitorial	-	#NAME?	58,353	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	-	#NAME?	200,122	-	#NAME?
Repairs & Maintenance	-	#NAME?	22,987	-	#NAME?
Equipment / Furniture	-	#NAME?	1,931	-	#NAME?
Security	-	#NAME?	7,696	-	#NAME?
Utilities	-	#NAME?	49,090	-	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	-	#NAME?	356,483	-	#NAME?
DEPRECIATION & AMORTIZATION	-	#NAME?	40,511	-	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	-	-	#NAME?
TOTAL EXPENSES	-	#NAME?	1,961,096	-	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

ER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	1,961,096	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	-	-	495	-	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*					
Number of Districts:	-	-	1	-	-
NYC CHANCELLOR'S OFFICE	-	-	495	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-
TOTAL ENROLLMENT	-	-	495	-	-
REVENUE PER PUPIL	-	#NAME?	#NAME?	-	#NAME?
EXPENSES PER PUPIL	-	#NAME?	3,959	-	#NAME?

MERRICK ACADEMY-QUEENS PUB
Budget / Operatin
2014-15

	MERRICK ACADEMY-QUEENS PUB					
	Budget / Operatin					
	2014-15					
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Total Expenses	7,552,835	#NAME?	#NAME?	(7,552,835)	#NAME?	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS		Avg. No. of Positions				
Executive Management	-	-	#NAME?	#NAME?	-	#NAME?
Instructional Management	2.00	264,200	#NAME?	#NAME?	(264,200)	#NAME?
Deans, Directors & Coordinators	2.00	105,929	#NAME?	#NAME?	(105,929)	#NAME?
CFO / Director of Finance	-	-	#NAME?	#NAME?	-	#NAME?
Operation / Business Manager	1.00	114,079	#NAME?	#NAME?	(114,079)	#NAME?
Administrative Staff	3.00	125,883	#NAME?	#NAME?	(125,883)	#NAME?
TOTAL ADMINISTRATIVE STAFF	8.00	610,091	#NAME?	#NAME?	(610,091)	#NAME?
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	29.00	1,946,079	#NAME?	#NAME?	(1,946,079)	#NAME?
Teachers - SPED	4.00	261,997	#NAME?	#NAME?	(261,997)	#NAME?
Substitute Teachers	3.00	60,255	#NAME?	#NAME?	(60,255)	#NAME?
Teaching Assistants	-	-	#NAME?	#NAME?	-	#NAME?
Specialty Teachers	7.00	405,076	#NAME?	#NAME?	(405,076)	#NAME?
Aides	3.00	52,874	#NAME?	#NAME?	(52,874)	#NAME?
Therapists & Counselors	1.00	61,800	#NAME?	#NAME?	(61,800)	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL INSTRUCTIONAL	47.00	2,788,081	#NAME?	#NAME?	(2,788,081)	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	2.00	77,136	#NAME?	#NAME?	(77,136)	#NAME?
Security	2.00	-	#NAME?	#NAME?	-	#NAME?
Other	-	-	#NAME?	#NAME?	-	#NAME?
TOTAL NON-INSTRUCTIONAL	4.00	77,136	#NAME?	#NAME?	(77,136)	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	59.00	3,475,308	#NAME?	#NAME?	(3,475,308)	#NAME?
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		347,531	#NAME?	#NAME?	(347,531)	#NAME?
Fringe / Employee Benefits		729,638	#NAME?	#NAME?	(729,638)	#NAME?
Retirement / Pension		69,506	#NAME?	#NAME?	(69,506)	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		1,146,675	#NAME?	#NAME?	(1,146,675)	#NAME?
TOTAL PERSONNEL SERVICE COSTS	59.00	4,621,983	#NAME?	#NAME?	(4,621,983)	#NAME?
CONTRACTED SERVICES						
Accounting / Audit		20,600	#NAME?	#NAME?	(20,600)	#NAME?
Legal		70,000	#NAME?	#NAME?	(70,000)	#NAME?
Management Company Fee		431,400	#NAME?	#NAME?	(431,400)	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		192,901	#NAME?	#NAME?	(192,901)	#NAME?
Payroll Services		45,665	#NAME?	#NAME?	(45,665)	#NAME?
Special Ed Services		9,000	#NAME?	#NAME?	(9,000)	#NAME?
Titlment Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		162,519	#NAME?	#NAME?	(162,519)	#NAME?
TOTAL CONTRACTED SERVICES		932,085	#NAME?	#NAME?	(932,085)	#NAME?

MERRICK ACADEMY-QUEENS PUB
Budget / Operatin
2014-15

	#NAME?				
	#NAME?				
	#NAME?				
Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,552,835	#NAME?	#NAME?	(7,552,835)	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
	Total Year			VARIANCE	
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
SCHOOL OPERATIONS					
Board Expenses	1,030	#NAME?	#NAME?	(1,030)	#NAME?
Classroom / Teaching Supplies & Materials	33,475	#NAME?	#NAME?	(33,475)	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	-	#NAME?
Textbooks / Workbooks	121,568	#NAME?	#NAME?	(121,568)	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	-	#NAME?
Equipment / Furniture	16,687	#NAME?	#NAME?	(16,687)	#NAME?
Telephone	2,789	#NAME?	#NAME?	(2,789)	#NAME?
Technology	25,757	#NAME?	#NAME?	(25,757)	#NAME?
Student Testing & Assessment	10,300	#NAME?	#NAME?	(10,300)	#NAME?
Field Trips	5,150	#NAME?	#NAME?	(5,150)	#NAME?
Transportation (student)	-	#NAME?	#NAME?	-	#NAME?
Student Services - other	17,013	#NAME?	#NAME?	(17,013)	#NAME?
Office Expense	90,028	#NAME?	#NAME?	(90,028)	#NAME?
Staff Development	53,232	#NAME?	#NAME?	(53,232)	#NAME?
Staff Recruitment	20,600	#NAME?	#NAME?	(20,600)	#NAME?
Student Recruitment / Marketing	5,150	#NAME?	#NAME?	(5,150)	#NAME?
School Meals / Lunch	4,408	#NAME?	#NAME?	(4,408)	#NAME?
Travel (Staff)	2,060	#NAME?	#NAME?	(2,060)	#NAME?
Fundraising	-	#NAME?	#NAME?	-	#NAME?
Other	1,545	#NAME?	#NAME?	(1,545)	#NAME?
TOTAL SCHOOL OPERATIONS	410,792	#NAME?	#NAME?	(410,792)	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	65,217	#NAME?	#NAME?	(65,217)	#NAME?
Janitorial	233,411	#NAME?	#NAME?	(233,411)	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	800,487	#NAME?	#NAME?	(800,487)	#NAME?
Repairs & Maintenance	91,948	#NAME?	#NAME?	(91,948)	#NAME?
Equipment / Furniture	7,725	#NAME?	#NAME?	(7,725)	#NAME?
Security	30,785	#NAME?	#NAME?	(30,785)	#NAME?
Utilities	196,359	#NAME?	#NAME?	(196,359)	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,425,932	#NAME?	#NAME?	(1,425,932)	#NAME?
DEPRECIATION & AMORTIZATION	162,043	#NAME?	#NAME?	(162,043)	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	-	#NAME?
TOTAL EXPENSES	7,552,835	#NAME?	#NAME?	(7,552,835)	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions
Executive Management	-
Instructional Management	2.00
Deans, Directors & Coordinators	2.00
CFO / Director of Finance	-
Operation / Business Manager	1.00
Administrative Staff	3.00
TOTAL ADMINISTRATIVE STAFF	8.00

INSTRUCTIONAL PERSONNEL COSTS	
Teachers - Regular	29.00
Teachers - SPED	4.00
Substitute Teachers	3.00
Teaching Assistants	-
Specialty Teachers	7.00
Aides	3.00
Therapists & Counselors	1.00
Other	-
TOTAL INSTRUCTIONAL	47.00

NON-INSTRUCTIONAL PERSONNEL COSTS	
Nurse	-
Librarian	-
Custodian	2.00
Security	2.00
Other	-
TOTAL NON-INSTRUCTIONAL	4.00

SUBTOTAL PERSONNEL SERVICE COSTS	59.00
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PAYROLL TAXES AND BENEFITS	
Payroll Taxes	-
Fringe / Employee Benefits	-
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	-

TOTAL PERSONNEL SERVICE COSTS	59.00
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CONTRACTED SERVICES	
Accounting / Audit	-
Legal	-
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	-
Special Ed Services	-
Titelment Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	-
TOTAL CONTRACTED SERVICES	-

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment
SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS
FACILITY OPERATION & MAINTENANCE
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE
DEPRECIATION & AMORTIZATION
RESERVES / CONTINGENCY
TOTAL EXPENSES
NET INCOME

DESCRIPTION OF ASSUMPTIONS

**PUBLIC CHARTER SCHOOL
Operating Plan**

Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

DESCRIPTION OF ASSUMPTIONS

ENROLLMENT - *School Districts Are Linked To Above Entries*

Number of Districts:

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: (Weighted Avg)

TOTAL ENROLLMENT

REVENUE PER PUPIL

EXPENSES PER PUPIL

**MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL
BALANCE SHEET
2014-15**

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

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL

Budget / Operating Plan

2014-15

Total Revenue	#NAME?						
Total Expenses	#NAME?						
Net Income	#NAME?						
Actual Student Enrollment	-	#NAME?	-	-	#NAME?	-	-

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

EXPENSES

		Quarter 0					
		No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES							
Accounting / Audit	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30	
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed					
	Current Budget	Variance	Actual	Current Budget	Variance
EXPENSES					
Quarter 0					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions				
Executive Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	-	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	-	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	-	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	#NAME?	-	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	#NAME?	-	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	-	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	-	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Aides	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	#NAME?	-	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS					
	#NAME?	#NAME?	-	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS					
	#NAME?	#NAME?	-	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES	#NAME?	#NAME?	-	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
SCHOOL OPERATIONS					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	#NAME?	#NAME?	-	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	#NAME?	#NAME?	-	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	#NAME?	#NAME?	-	#NAME?	#NAME?
RESERVES / CONTINGENCY	#NAME?	#NAME?	-	#NAME?	#NAME?
TOTAL EXPENSES	#NAME?	#NAME?	-	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	#NAME?	-	-	#NAME?	-
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	3rd Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
-	#NAME?	-	-	#NAME?	-
ALL OTHER School Districts: (Count = 0)	#NAME?	-	-	#NAME?	-
TOTAL ENROLLMENT	#NAME?	-	-	#NAME?	-
REVENUE PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?
EXPENSES PER PUPIL	#NAME?	#NAME?	-	#NAME?	#NAME?

INTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,552,835	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

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

Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
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		Quarter 0			
		No. of Positions			
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS					
Executive Management	#NAME?	-	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	264,200	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	105,929	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	-	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	114,079	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	125,883	#NAME?	#NAME?	#NAME?
TOTAL ADMINISTRATIVE STAFF	#NAME?	610,091	#NAME?	#NAME?	#NAME?
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	#NAME?	1,946,079	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	261,997	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	60,255	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	-	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	405,076	#NAME?	#NAME?	#NAME?
Aides	#NAME?	52,874	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	61,800	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?
TOTAL INSTRUCTIONAL	#NAME?	2,788,081	#NAME?	#NAME?	#NAME?
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	#NAME?	-	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	77,136	#NAME?	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	#NAME?
Other	#NAME?	-	#NAME?	#NAME?	#NAME?
TOTAL NON-INSTRUCTIONAL	#NAME?	77,136	#NAME?	#NAME?	#NAME?
SUBTOTAL PERSONNEL SERVICE COSTS	#NAME?	3,475,308	#NAME?	#NAME?	#NAME?
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		347,531	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		729,638	#NAME?	#NAME?	#NAME?
Retirement / Pension		69,506	#NAME?	#NAME?	#NAME?
TOTAL PAYROLL TAXES AND BENEFITS		1,146,675	#NAME?	#NAME?	#NAME?
TOTAL PERSONNEL SERVICE COSTS	#NAME?	4,621,983	#NAME?	#NAME?	#NAME?
CONTRACTED SERVICES					
Accounting / Audit		20,600	#NAME?	#NAME?	#NAME?
Legal		70,000	#NAME?	#NAME?	#NAME?
Management Company Fee		431,400	#NAME?	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		192,901	#NAME?	#NAME?	#NAME?
Payroll Services		45,665	#NAME?	#NAME?	#NAME?
Special Ed Services		9,000	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		162,519	#NAME?	#NAME?	#NAME?
TOTAL CONTRACTED SERVICES		932,085	#NAME?	#NAME?	#NAME?

IRTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,552,835	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	
\$				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed				
	Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY
SCHOOL OPERATIONS				
Board Expenses	1,030	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	33,475	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	121,568	#NAME?	#NAME?	#NAME?
Supplies & Materials other	-	#NAME?	#NAME?	#NAME?
Equipment / Furniture	16,687	#NAME?	#NAME?	#NAME?
Telephone	2,789	#NAME?	#NAME?	#NAME?
Technology	25,757	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	10,300	#NAME?	#NAME?	#NAME?
Field Trips	5,150	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	17,013	#NAME?	#NAME?	#NAME?
Office Expense	90,028	#NAME?	#NAME?	#NAME?
Staff Development	53,232	#NAME?	#NAME?	#NAME?
Staff Recruitment	20,600	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	5,150	#NAME?	#NAME?	#NAME?
School Meals / Lunch	4,408	#NAME?	#NAME?	#NAME?
Travel (Staff)	2,060	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	1,545	#NAME?	#NAME?	#NAME?
TOTAL SCHOOL OPERATIONS	410,792	#NAME?	#NAME?	#NAME?
FACILITY OPERATION & MAINTENANCE				
Insurance	65,217	#NAME?	#NAME?	#NAME?
Janitorial	233,411	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	800,487	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	91,948	#NAME?	#NAME?	#NAME?
Equipment / Furniture	7,725	#NAME?	#NAME?	#NAME?
Security	30,785	#NAME?	#NAME?	#NAME?
Utilities	196,359	#NAME?	#NAME?	#NAME?
TOTAL FACILITY OPERATION & MAINTENANCE	1,425,932	#NAME?	#NAME?	#NAME?
DEPRECIATION & AMORTIZATION	162,043	#NAME?	#NAME?	#NAME?
RESERVES / CONTINGENCY	-	#NAME?	#NAME?	#NAME?
TOTAL EXPENSES	7,552,835	#NAME?	#NAME?	#NAME?
NET INCOME	#NAME?	#NAME?	#NAME?	#NAME?

INTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	7,552,835	#NAME?	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment			-	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	S	Actual vs. Original Budget - TY	Actual vs. Original Budget TY	FY Actual (FY TY / No. of COMPLETED Actual CY Quarters	Actual CY vs. Actual PY

ENROLLMENT - *School Districts Are Linked To Above Entries*					
NYC CHANCELLOR'S OFFICE				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
-				-	-
ALL OTHER School Districts: (Count = 0)				-	-
TOTAL ENROLLMENT				-	-
REVENUE PER PUPIL				-	-
EXPENSES PER PUPIL				-	-



Annual Report Requirement

for SUNY Authorized Charter Schools

MERRICK ACADEMY-QUEENS PUBLIC CHARTER SCHOOL

2014-15

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, Inc.

**Financial Statements
and
Independent Auditors' Report**

June 30, 2015

Merrick Academy-Queens Public Charter School, Inc.

Financial Statements

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Independent Auditors' Report

To the Board of Trustees of
Merrick Academy-Queens Public Charter School, Inc.
Queens, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Merrick Academy-Queens Public Charter School, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

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

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the 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, Inc. as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses on page 11 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 have also issued our report dated October 22, 2015, on our consideration of Merrick Academy-Queens Public Charter School, Inc.'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 to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Merrick Academy-Queens Public Charter School, Inc.'s internal control over financial reporting and compliance.

Vargas & Rivera, LLP

New City, New York

October 22, 2015

Merrick Academy-Queens Public Charter School, Inc.
Statement of Financial Position
June 30, 2015

ASSETS

Current Assets

Cash and Cash Equivalents	\$ 2,157
Restricted Cash (Note 3)	75,123
Due from Government Agencies (Note 4)	108,467
Accounts Receivable	8,281
Prepaid Expenses	<u>111,636</u>

Total Current Assets 305,664

Fixed Assets

Leasehold Improvements	2,259,776
Construction in Progress	15,522
Equipment, Furniture and Fixtures	<u>1,000,782</u>
	3,276,080
Less: Accumulated Depreciation	<u>(2,778,904)</u>

Total Fixed Assets 497,176

Other Assets

Security Deposits	<u>177,520</u>
-------------------	----------------

Total Other Assets 177,520

Total Assets \$ 980,360

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	\$ 132,674
Accrued Payroll and Related Expenses	462,131
Deferred Rent	<u>162,004</u>

Total Current Liabilities / Total Liabilities 756,809

Net Assets

223,551

Total Liabilities and Net Assets \$ 980,360

Merrick Academy-Queens Public Charter School, Inc.
Statement of Activities
For the year ended June 30, 2015

<u>PUBLIC SUPPORT AND REVENUE</u>	Unrestricted	Temporarily Restricted	Total
Resident Student Enrollment	\$ 7,265,583	\$ -	\$ 7,265,583
Food Service	-	120,603	120,603
Federal Funding	-	176,790	176,790
Corporate Contributions	3,265	-	3,265
Interest Income	1,062	-	1,062
	<hr/>	<hr/>	<hr/>
Total Public Support and Revenue	7,269,910	297,393	7,567,303
	<hr/>	<hr/>	<hr/>
Net Assets Released From Restrictions	297,393	(297,393)	-
	<hr/>	<hr/>	<hr/>
Total Support and Revenue	7,567,303	-	7,567,303
	<hr/>	<hr/>	<hr/>
<u>EXPENSES</u>			
<u>Program Services</u>			
Regular Education	6,094,208	-	6,094,208
Special Education	1,111,448	-	1,111,448
	<hr/>	<hr/>	<hr/>
	7,205,656	-	7,205,656
	<hr/>	<hr/>	<hr/>
<u>Supporting Services</u>			
Management and General	1,133,548	-	1,133,548
	<hr/>	<hr/>	<hr/>
Total Expenses	8,339,204	-	8,339,204
	<hr/>	<hr/>	<hr/>
Change in Unrestricted Net Assets	(771,901)	-	(771,901)
	<hr/>	<hr/>	<hr/>
Net Assets, Beginning of Year	995,452	-	995,452
	<hr/>	<hr/>	<hr/>
Net Assets, End of Year	<u>\$ 223,551</u>	<u>\$ -</u>	<u>\$ 223,551</u>

Merrick Academy-Queens Public Charter School, Inc.
Statement of Cash Flows
For the year ended June 30, 2015

CASH FLOWS FROM OPERATING ACTIVITIES

Receipts from Resident Student Enrollment	\$ 7,244,891
Receipts from Grants and Contributions	263,424
Receipts from Other Revenue	1,026
Payments to Employees	(4,655,353)
Payments to Vendors and Suppliers	<u>(3,551,677)</u>
Net Cash Used In Operating Activities	<u>(697,689)</u>

CASH FLOWS FROM INVESTING ACTIVITIES

Payments for Leasehold Improvements	(158,049)
Purchases of Equipment, Furniture and Fixtures	<u>(74,070)</u>
Net Cash Used In Investing Activities	<u>(232,119)</u>

NET DECREASE IN CASH (929,808)

CASH - BEGINNING OF YEAR 931,965

CASH - END OF YEAR \$ 2,157

RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES

Change in Unrestricted Net Assets	<u>\$ (771,901)</u>
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:	
Depreciation	157,858
Changes in Assets and Liabilities (Increase) / Decrease in:	
Restricted Cash	(36)
Due from Government Agencies	(37,234)
Accounts Receivable	(8,281)
Prepaid Expenses	(9,509)
Increase / (Decrease) in:	
Accounts Payable and Accrued Expenses	41,470
Accrued Payroll and Related Expenses	(121,643)
Deferred Revenue	(12,411)
Deferred Rent	<u>63,998</u>
Total Adjustments	<u>74,212</u>
Net Cash Used In Operating Activities	<u><u>\$ (697,689)</u></u>

Merrick Academy-Queens Public Charter School, Inc.
Notes to the Financial Statements
June 30, 2015

NOTE 1 - ORGANIZATION

Merrick Academy - Queens Public Charter School, Inc. (the "School"), located in Queens, New York, is a not-for-profit education corporation chartered by the Regents of the University of the State of New York. The School provides a full range of educational services appropriate for kindergarten through six grade levels. The School completed the 2014-2015 fiscal year with an average enrollment of approximately 496 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE")

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements have been prepared using the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Revenues are recognized when earned and expenses are recognized when incurred.

Financial Statement Presentation

The net assets of the School and changes therein are classified and reported as follows:

Unrestricted Net Assets - Net assets that are not subject to donor imposed restrictions.

Temporarily Restricted Net Assets - Net assets subject to donor-imposed restrictions that may or will be met, either by actions of the School and/or the passage of time.

Use of Estimates in the Preparation of Financial Statements

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 certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Contributions

The School records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and/or nature of any donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires, that is, when a stipulation time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. All contributions received in the year ended 2015 were unrestricted.

Recognition of Revenue

Government contract revenue is recognized as earned in the period services are provided and costs are incurred.

Cash and Cash Equivalents

For the purposes of the statement of cash flows, the School considers all highly liquid investments available for current use with an initial period of three months or less to be cash equivalents.

Income Tax Status

The School is a not-for-profit corporation organized under the laws of the State of New York. It is exempt from federal income taxes under Section 501 (c)(3) of the Internal Revenue Code.

Merrick Academy-Queens Public Charter School, Inc.
Notes to the Financial Statements
June 30, 2015

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Leasehold Improvements Furniture and Fixtures, and Equipment

Leasehold improvements, furniture and equipment are valued at cost less accumulated depreciation. Depreciation is computed on a straight-line basis over the estimated useful lives of the related assets or the term of the lease agreement. Normal replacement and maintenance costs are charged to earnings as incurred, and major renewals and improvements are capitalized. Upon disposition, the cost and related accumulated depreciation is removed from the accounts and the resulting gain or loss for the period. The School capitalizes assets with cost of \$500 and over. Depreciation is calculated based on the useful lives of the assets as follows: Leasehold Improvements 5 Years, Equipment and Furniture 3 - 7 Years.

Functional Allocation of Expenses

Expenses relating to more than one function are allocated to program service and management and general based on employee time estimates or other appropriate usage factors.

Contributed Services

Contributed services that create or enhance nonfinancial assets, or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received.

A number of volunteers have made a contribution of their time to the School to develop academic and other programs and to serve on the board of trustees. The value of this contributed time is not reflected in the financial statements as such services either do not require specialized skills or would not typically be purchased had they not been provided as donations.

Deferred Rent

Rent expense is recorded on the straight-line basis over the life of the lease. Rent expense recognized in excess of cash payments, primarily due to free rent receivable at the beginning of the lease, is reflected as deferred rent. As future payments exceed the annual expense recognized, deferred rent will be reduced by the end of the lease term.

NOTE 3 – RESTRICTED CASH

An escrow account has been established to meet the requirement of NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

NOTE 4 – DUE FROM GOVERNMENT AGENCIES

Under the School's Charter School Agreement and the Charter School Act, the School is entitled to receive funding from both State and Federal sources that are available to public schools. These funds include State pupil enrollment funds and Federal food subsidies and Title I, IIA, IID, IV and V funds. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school district of the children enrolled in the school. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School receives could vary significantly.

Merrick Academy-Queens Public Charter School, Inc.
Notes to the Financial Statements
June 30, 2015

NOTE 5 – DEFINED CONTRIBUTION PLAN

The School offers a 401(k) plan (the "Plan") for substantially all of its employees. Employees are eligible for the plan immediately upon employment and participation in the Plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation to the Plan, subject to IRS restrictions. The School matches the employee contribution up to 4% of the employee's annual compensation. The School's contribution recognized in the statement of activities was \$50,203 for 2015. The Plan assets are held in a separate trust and are not included in the accompanying financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

NOTE 6 – MANAGEMENT FEE

On August 5, 2004, the School entered into an agreement with Victory Schools ("Victory") to provided services related to certain educational management and operations of the School. Victory serves as an advisor regarding functions associated with the educational services to be provided to the students at the School and consults with the School with respect to its legal and operational compliance in accordance with the terms of the charter and the Charter Schools Act. For the year ended June 30, 2015, the management fee was \$585,000.

NOTE 7 – COMMITMENTS AND CONTINGENCIES

Legal Issues

In the normal course of business, the School is involved in proceedings, lawsuits and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2015 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financials of the School.

Operating Lease

In fiscal year 2013, the School entered into a new operating lease for classroom space and administrative offices that expires in December 2022. The School moved to its new space in December 2013.

Equipment Lease

The School leased a copier for 39 months beginning September 2014 with monthly payments of \$1,690.

Future minimum annual lease payments for the next five years are as follows:

Year ended June 30,	Occupancy	Equipment	Total
2016	\$ 785,436	\$ 20,280	\$ 805,716
2017	805,072	20,280	825,352
2018	825,199	8,450	833,649
2019	845,829	-	845,829
2020	866,975	-	866,975
Thereafter	2,260,569	-	2,260,569
	<u>\$ 6,389,080</u>	<u>\$ 49,010</u>	<u>\$ 6,438,090</u>

Merrick Academy-Queens Public Charter School, Inc.
Notes to the Financial Statements
June 30, 2015

NOTE 7 – COMMITMENTS AND CONTINGENCIES (continued)

Audits by Funding Sources

The School participates in a number of Federal and State programs. These programs require that the School complies with certain requirement of laws, regulations, contracts, and agreements applicable to the program in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or result of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

NOTE 8 – CONCENTRATION OF RISK

The School is dependent upon grants from NYCDOE to carry out its operations. The calculation of the amounts to be paid to the School under these programs is determined by the State, and is based on complex laws and regulations, enrollment levels, and economic information related to the home school districts of the children enrolled in the School. If these regulations, some of which are relatively new in the State of New York, were to change, or other factors included in the calculations were to change, the level of funding that the School received could vary significantly.

NOTE 9 – SUBSEQUENT EVENTS

The School evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available for issuance, which was October 22, 2015, for these

Supplemental Information

Merrick Academy-Queens Public Charter School, Inc.
Schedule of Functional Expenses
For the year ended June 30, 2015

<u>Personnel Service Costs</u>	Regular Education	Special Education	Total Programs	Support Services	Total
Salaries					
Administrative Staff Personnel	\$ 505,956	\$ 64,754	\$ 570,710	\$ 137,204	\$ 707,914
Instructional Personnel	2,217,986	395,336	2,613,322	15,773	2,629,095
Non-Instructional Personnel	-	-	-	149,645	149,645
Total Personnel Costs	<u>2,723,942</u>	<u>460,090</u>	<u>3,184,032</u>	<u>302,622</u>	<u>3,486,654</u>
Fringe Benefits	486,769	82,218	568,987	54,079	623,066
Payroll Taxes	292,020	49,324	341,344	32,443	373,787
Retirement Benefits	39,221	6,625	45,846	4,357	50,203
Total Personnel and Related Expenses	<u>3,541,952</u>	<u>598,257</u>	<u>4,140,209</u>	<u>393,501</u>	<u>4,533,710</u>
<u>Operating Expenses</u>					
Professional Development	82,995	13,889	96,884	9,066	105,950
Legal	-	-	-	124,036	124,036
Auditing Fees	-	-	-	11,000	11,000
Management Fee (Note 5)	457,030	77,195	534,225	50,775	585,000
Professional Fees - Other	133,824	10,273	144,097	117,514	261,611
Student and Staff Recruitment	23,659	3,144	26,803	1,609	28,412
Curriculum and Classroom Supplies	321,777	167,903	489,680	-	489,680
Supplies and Materials	-	-	-	117,981	117,981
Food Services	199,219	15,509	214,728	431	215,159
Student Transportation Services	2,100	355	2,455	233	2,688
Postage, printing and copying	3,703	625	4,328	411	4,739
Insurance	105,408	17,804	123,212	11,711	134,923
Information Technology	21,610	3,650	25,260	2,401	27,661
Non-Capitalized Equipment	53,071	8,964	62,035	5,896	67,931
Maintenance and Repairs	370,527	62,584	433,111	41,164	474,275
Occupancy and Facility Costs	648,653	109,561	758,214	72,063	830,277
Utilities	96,708	16,335	113,043	10,744	123,787
Depreciation	-	-	-	157,858	157,858
Other Expenses	31,972	5,400	37,372	5,154	42,526
Total Operating Expenses	<u>2,552,256</u>	<u>513,191</u>	<u>3,065,447</u>	<u>740,047</u>	<u>3,805,494</u>
TOTAL EXPENSES	<u>\$ 6,094,208</u>	<u>\$ 1,111,448</u>	<u>\$ 7,205,656</u>	<u>\$ 1,133,548</u>	<u>\$ 8,339,204</u>

**Independent Auditors' Report on Internal Control Over Financial Reporting and On Compliance
and Other Matters Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards***

To the Board of Trustees of
Merrick Academy-Queens Public Charter School, Inc.
Queens, 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, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2015 and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 22, 2015.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Merrick Academy-Queens Public Charter School, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Merrick Academy-Queens Public Charter School, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization'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, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Vargas & Rivera, LLP

New City, New York

October 22, 2015



Audited Financial Statement Checklist

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Not Applicable
Management Letter	Not Applicable
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Created: 07/18/2015

Last updated: 10/30/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). **The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.**

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Created: 07/12/2015

Last updated: 08/01/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Gerald Karikari	[REDACTED]	Chair/Board President	Yes	Executive Committee, Human Resources, and Financial Committee	Expires 6/30/17
2	Stanton Brown	[REDACTED]	Trustee/Member	Yes	Human Resources Committee (Chair) and Public Relations Committee	Expires 6/30/19
3	James Ding	[REDACTED]	Trustee/Member	Yes	Academic Committee	Expires 6/30/19
4	Lula Fisher	[REDACTED]	Parent Representative	Yes		Expires 6/30/15
5	Miriam Raccah	[REDACTED]	Trustee/Member	Yes	Chair of the Academic Committee and Public Relations Committee	Expires 6/30/19
6	Anna Ramroop	[REDACTED]	Trustee/Member	Yes	Academic Committee and Executive Committee	Expires 6/30/19
7	March Titus	[REDACTED]	Trustee/Member	Yes	Academic Committee, Executive Committee, and Finance Committee	Expires 6/30/17
8						
9						
10						
11						
12						
13						

14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

3

3. Total Number of Members Departing the Board during the 2014-15 school year

3

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2014-15 school year?

11

6. How many times will the Board meet during the 2015-16 school year?

11

Thank you.

Appendix H: Enrollment and Retention Efforts

Describe the efforts the charter school has utilized in 2014-2015 and a plan for efforts to be taken in 2015-2016 to meet or exceed enrollment and retention targets of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.

*Attach documentation of the school's efforts (e.g., recruitment materials, programmatic supports) to attract and retain such students. Merrick Academy has worked diligently to strongly recruit students with disabilities, English language learners, and students who are eligible for free and reduced price lunch. A direct market campaign widely targeted the surrounding community and included English, Spanish and French Creole translations. The school also marketed itself the local paper. The marketing included the same translations. In addition the school held two open house events where teachers and administrators were available to speak about the general education, ELL, and special education programs available at the school.

As governed under the New York State Charter Laws, Merrick Academy is committed to making good faith efforts by using best practices within the guidelines of charter laws and Merrick Academy's current Charter to attract and retain students that are Limited English Proficiency, English Language Learners and students with disabilities. Although Charter Schools are expected to accept students within their preference, Merrick Academy's preferences include returning students, siblings, English Language Learners (ELL's), Limited English Proficiency (LEP), Students with Disabilities, and students resigning with the location of the Charter School. Merrick Academy does not discriminate against these students and will ensure that each student is acknowledged, respected, and served in an effective manner.

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

- Designing marketing materials that highlight special education services provided to students which will be translated into the Spanish and French Creole
- Translating the lottery application into Spanish and French Creole
- Identifying staff members or volunteer parent support who can translate information for the diverse population of families in the school's community
- Partnering with our child study team consultants to identify avenues to target marketing to special education students
- Incorporating information about our special education services along with services provided to ELL and LEP students into the school's website content
- Engaging the PTO in the recruitment planning process to help identify marketing outlets as well as strategies to retain special education, ELL and LEP students
- Letter writing to the community explaining the support services for special education, ELL and LEP students

- Utilizing the Consortium of Special Education to provide professional development for teachers that supports the school's special education program and best practices

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

- The school's Special Education Coordinator will also create marketing materials, such as a flyer or brochure, to provide current parents with information about the school's support services for students

Due to Merrick Academy's current location in Community School District 29, the percentage of students eligible for free and reduce lunch is palpable. Merrick Academy staff and PTO will continue to education parents on the services, benefits and programs available to them in order to retain students in need of support services.



Appendix I: Teacher and Administrator Attrition

Created: 07/12/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

[Instructions for completing the Teacher and Administrator Attrition Tables](#)

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	35	19	18

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	2	2	1

Thank you

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/9657b0898c7fa0d2e1>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Miriam	Racah

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

MERRICK ACADEMY-QUEENS PUBLIC CS (SUNY TRUSTEES) 342900860821

8. Select all positions you have held on the Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

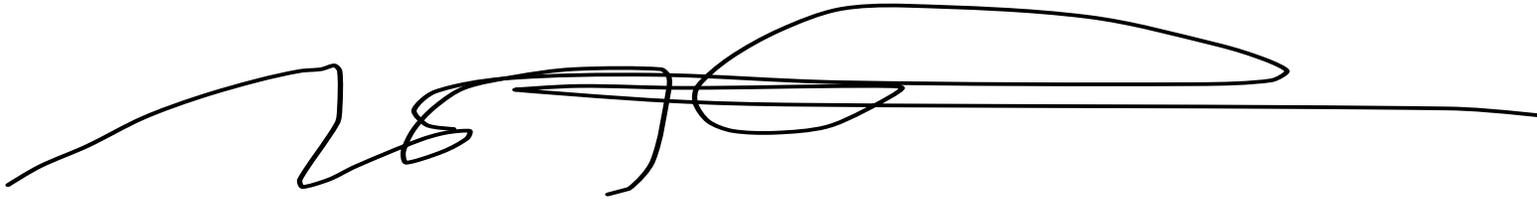
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/8116775d8b535f27e>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	ANNA	RAMROOP

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

MERRICK ACADEMY-QUEENS PUBLIC CS (SUNY TRUSTEES) 342900860821

8. Select all positions you have held on the Board:

(check all that apply)

- Secretary
 - Parent Representative
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

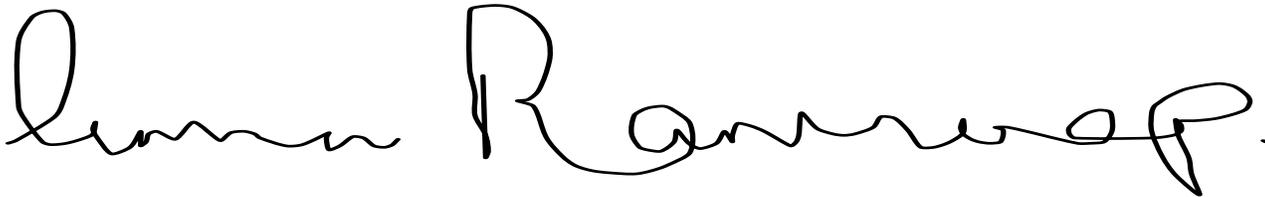
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, reading "Emma Ramirez". The signature is written in a cursive style with a large initial "E" and "R".

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, October 05, 2015

Updated Thursday, October 08, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/e9470cc69250f4c603>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Jiakun	Ding

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

MERRICK ACADEMY-QUEENS PUBLIC CS (SUNY TRUSTEES) 342900860821

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Member of the Academic Committee, Nominating Committee, and Bylaws Committee
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Samuel", written in a cursive style.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/2f48edb303bdf829f5>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Lula	Fisher

2. *Your Home Address:

2. *Your Home Address: Street Address	[REDACTED]
2. *Your Home Address: City/State	[REDACTED]
2. *Your Home Address: Zip	[REDACTED]

3. *Your Business Address

3. *Your Business Address Street Address	[REDACTED]
3. *Your Business Address City/State	[REDACTED]
3. *Your Business Address Zip	[REDACTED]

4. *Daytime Phone Number:

[REDACTED]

5. *E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

MERRICK ACADEMY-QUEENS PUBLIC CS (SUNY TRUSTEES) 342900860821

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: PTO President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

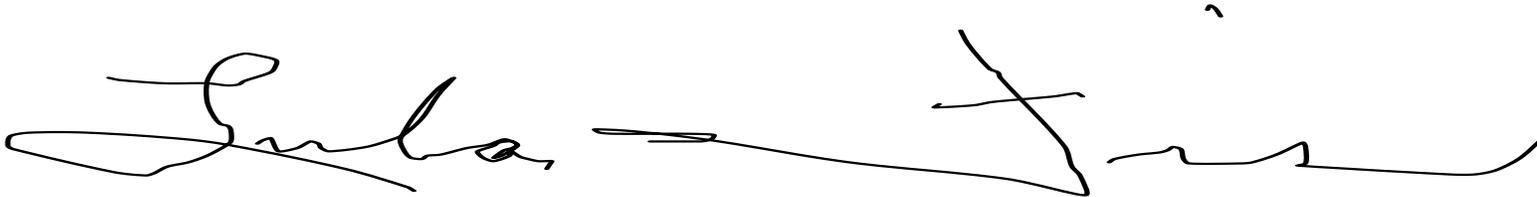
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

12. Are you a member, director, officer or employee of an organization formally partnered with a school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "S. Silva", written across a horizontal line.

Thank you.