



**Merrick Academy – Queens  
Public Charter School**

**Annual Report**

**2008-2009**

**Chair  
Gerald Karikari**

**Principal  
Alma Alston**

**The State Education Department**  
The University of the State of New York

**Office of Instructional Support and Development**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

***Charter School Annual Report***  
***2008 - 2009***

**Charter School Information and Cover Page**

Name of Charter School Merrick Academy-Queens Public Charter School

Address 207-01 Jamaica Avenue

Queens Village, NY 11428-1549

Telephone (718) 479-3753 Fax (718) 479-8108

BEDS # 342900860821

District/CSD of Location NYC CSD 29

Charter Entity Charter Schools Institute

Head of School (Contact Person) Alma Alston  
(print name)

E-mail address of contact person [REDACTED]

President, Board of Trustees Gerald Karikari  
(print name)

E-mail address/ Phone Number of Board President [REDACTED] / [REDACTED]

# **Student Assessment Data**

*Student Assessment Data*  
*New York State Assessment Results*  
*Grades 3 – 8 ELA and Math*  
*2008-09 Annual Report*

**Name of Charter School:** Merrick Academy – Queens Public Charter School

**Grades 3 – 8 State ELA Assessments Results**

<i>Year of Test</i>	<b>Grade 3</b>				<b>Grade 4</b>				<b>Grade 5</b>				<b>Grade 6</b>			
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>
<b>2008-09</b>	1.3%	9.2%	77.6%	11.8%	0.0%	14.1%	83.3%	2.6%	0.0%	12.0%	78.0%	10.0%	0.0%	10.5%	86.0%	3.5%
2007-08	2.6%	19.2%	62.8%	15.4%	7.4%	24.1%	64.8%	3.7%	2.6%	23.1%	73.1%	1.3%	0.0%	42.9%	57.1%	0.0%
2006-07	9.4%	34.0%	52.8%	3.8%	15.8%	39.5%	42.1%	2.6%	2.6%	38.5%	53.8%	5.1%	0.0%	41.1%	57.1%	1.8%
2005-06	13.5%	48.6%	35.1%	2.7%	18.7%	34.7%	45.3%	1.3%	6.8%	23.0%	66.2%	4.1%	10.0%	48.6%	40.0%	1.4%

**Grades 3 – 8 State Math Assessments Results**

<i>Year of Test</i>	<b>Grade 3</b>				<b>Grade 4</b>				<b>Grade 5</b>				<b>Grade 6</b>			
	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>	<b>L1</b>	<b>L2</b>	<b>L3</b>	<b>L4</b>
<b>2008-09</b>	0.0%	1.3%	63.2%	35.5%	0.0%	3.8%	41.0%	55.1%	0.0%	2.0%	56.0%	42.0%	0.0%	0.0%	52.6%	47.4%
2007-08	0.0%	1.3%	53.9%	44.7%	3.7%	16.7%	46.3%	33.3%	1.3%	26.3%	53.8%	18.8%	0.0%	8.9%	83.9%	7.1%
2006-07	3.8%	9.4%	58.5%	28.3%	14.3%	26.0%	50.6%	9.1%	2.6%	40.8%	47.4%	9.2%	0.0%	38.2%	54.5%	7.3%
2005-06	6.8%	18.9%	64.9%	9.5%	13.5%	33.8%	47.3%	5.4%	4.0%	40.0%	45.3%	10.7%	20.0%	50.0%	28.6%	1.4%

***NYS English as a  
Second Language  
Achievement Test***

*All Students*

### *Students with Disabilities*

[illegible]

# **Accountability Plan**

# **ACCOUNTABILITY PLAN**

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

For Use During Charter Terms  
Fall 2004 through Spring 2010

Last updated: 6/28/2005

Board of Trustees Approved: Draft presented to the Board, awaiting formal Board approval

## **Mission Statement**

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

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



# **I. Goals Relating to the School's Academic Success**

## *Academic Attainment & Improvement Goals<sup>1</sup>*

**Goal 1:** All students at the school will become proficient in reading and writing of the English language.

### Measure 1: Absolute Proficiency

a. Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two<sup>2</sup> or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.

b. Each year, the school's aggregate<sup>3</sup> Performance Index on the State ELA exam will meet or exceed the Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) school accountability system.

### Measure 2: Comparative Proficiency

a. Each year, the percentage of students who have been continuously enrolled in the school for two<sup>2</sup> or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district<sup>4</sup>.

b. Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute (CSI) and based on the similar school categories generated by the State Education Department and the New York City Department of Education.

c. Each year, the school will exceed to a specified degree (as set by the Charter Schools Institute) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.<sup>5</sup>

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<sup>1</sup> These goals correspond to CSI Charter Renewal Benchmark (Version 1.1) 1A.

<sup>2</sup> A student will be considered enrolled for two or more years if he enrolled on or before the first Wednesday of October of the school year prior to that of the test.

<sup>3</sup> Aggregate, meaning for all students in the school, not disaggregated by grade or any other factor.

<sup>4</sup> "District" is defined as Community School District 29 within the New York City School District.

<sup>5</sup> In its Accountability Plan Guidelines (fifth edition, April 2005), CSI describes this as follows: "This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis will be conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report."

*Measure 3: Value Added to Student Learning*

- a. For the 2004-2005 and 2005–2006 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed test and an NCE of 50 (i.e., grade-level) in the current spring.<sup>6</sup>
- b. Each year beginning in 2006-07, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.<sup>7</sup>

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<sup>6</sup> If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

<sup>7</sup> If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

**Goal 2:** All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

*Measure 1: Absolute Proficiency*

- a. Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two<sup>2</sup> or more years will perform at or above Level 3 on the New York State Mathematics Assessment.
- b. Each year, the school's aggregate<sup>3</sup> Performance Index on the State Math exam will meet or exceed the Annual Measurable Objective set forth in the state's No Child Left Behind (NCLB) school accountability system.

*Measure 2: Comparative Proficiency*

- a. Each year, the percentage of students who have been continuously enrolled in the school for two<sup>2</sup> or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district<sup>4</sup>.
- b. Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education.
- c. Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.<sup>5</sup>

*Measure 3: Value Added to Student Learning*

- a. For the 2004-05 and 2005-06 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed math test, and an NCE of 50 (i.e., grade-level) in the current spring.<sup>8</sup>
- b. Each year beginning in 2006-07, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.<sup>9</sup>

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<sup>8</sup> If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

<sup>9</sup> If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

**Goal 3:** All students at the school will demonstrate competency in the understanding and application of scientific reasoning.

*Measure 1: Absolute Proficiency*

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two<sup>2</sup> or more years will perform at or above Level 3 on the New York State Science Assessment.

*Measure 2: Comparative Proficiency*

Each year, the percentage of students who have been continuously enrolled in the school for two<sup>2</sup> or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district<sup>4</sup>.

**Goal 4:** All students at the school will demonstrate competency in the understanding and application of social, geographical, civic and world studies.

*Measure 1: Absolute Proficiency*

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two<sup>2</sup> or more years will perform at or above Level 3 on the New York State Social Studies Assessment.

*Measure 2: Comparative Proficiency*

Each year, the percentage of students who have been continuously enrolled in the school for two<sup>2</sup> or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district<sup>4</sup>.

**Goal 5:** The school will demonstrate academic success by making adequate yearly progress as required by NCLB

*Measure 1*

Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”

## II. Goals Relating to the School's Organizational Viability and Effectiveness

### *Parent and Student Satisfaction Goals<sup>10</sup>*

**Goal 1:** The school will demonstrate strong organizational viability by maintaining strong parental and student support and commitment to the school.

#### Measure 1

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey, in which at least two-thirds of all parents<sup>11</sup> provide a positive response to each of the survey items.

#### Measure 2

Each year, 90 percent of all students (enrolled at any time during the course of the year) will return the following September.

#### Measure 3

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

### *Legal Compliance Goals<sup>12</sup>*

**Goal 2:** The school will substantially comply with applicable laws, rules and regulations and the provisions of its charter.

#### Measure 1

Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, the federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

#### Measure 2

Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

#### Measure 3

Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

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<sup>10</sup> These goals correspond to CSI Charter Renewal Benchmark (Version 1.1) 2D.

<sup>11</sup> This includes parents who do not respond to the survey.

<sup>12</sup> These goals correspond to CSI Charter Renewal Benchmark (Version 1.1) 2E.



### III. Goals Relating to the School's Fiscal Soundness

**Goal 1:** The school will maintain sound financial practices.

*Measure 1: Budgeting and Long Range Planning*<sup>13</sup>

Each year, the school will operate on a balanced budget: actual revenues will equal or exceed actual expenses.

*Measure 2: Internal Controls and Compliance*<sup>14</sup>

Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the State Education Department, or the Charter Schools Institute.

*Measure 3: Financial Condition*<sup>15</sup>

At the end of each fiscal year, the school's unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

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<sup>13</sup> This measure corresponds to CSI Charter Renewal Benchmark (Version 1.1) 3B.

<sup>14</sup> This measure corresponds to CSI Charter Renewal Benchmarks (Version 1.1) 3C & 3D.

<sup>15</sup> This measure corresponds to CSI Charter Renewal Benchmark (Version 1.1) 3E.

# **Accountability Plan Progress Report**

**Merrick Academy-Queens  
Public Charter School**

**2008-09**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2009

By Alma Alston, Principal

207-01 Jamaica Avenue  
Queens Village, NY 11428  
718-479-3753

Alma Alston, Principal, and Carolyn Thomas, Assistant Principal, prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari	Chair
Alma Alston	Principal/ Ex-Officio
Kimberly Francis	Trustee, Operations Committee Chair
Jacques Leandre	Trustee, Finance Committee Chair
Traci Powell	Trustee, HR Committee Chair
William Strader	Trustee, PTA Fathers' Committee
Darryl Greene	Trustee
Yves Mompont	Trustee
Shante Spivey	Trustee, PTA President 2008-09

## INTRODUCTION

The Merrick Academy – Queens Public Charter School was approved by the State University Board of Trustees in June of 2000 and by the Board of Regents in May of that year. The school opened in September 2000 with an enrollment of 121, which has grown to 495 students K-6.

### **Mission Statement:**

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

The focus of the Academy is on the core skills of reading, language and mathematics. The 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
2004-05	49	45	75	74	75	70	51	439
2005-06	74	76	49	75	76	75	73	498
2006-07	76	78	75	52	76	83	56	496
2007-08	78	76	74	77	54	80	56	495
2007-08	78	80	81	76	78	50	56	499

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

#### Background

The school's English Language Arts curriculum is conducted using the Balanced Literacy and Balanced Writing models. The program is supplemented with interesting reading materials, independent reading, author studies, graphic organizers, literacy centers, and writing periods. Reading and writing focus on the skill of the week and are driven by the Core Knowledge thematic units.

### Goal 1, Measure 1 A: Absolute Measure

Each year, 75 percent of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.

#### Method

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade during each of the last 4 years, while only the 4<sup>th</sup> grade took the exam in 2004-05. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below, as an example, 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 been enrolled for less than one year.

**2008-09 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	76	0	0	0	76
4	78	0	0	0	78
5	50	0	0	0	50
6	57	0	0	0	57
7	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A
All (3-6)	261	0	0	0	261

#### Results

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

The results for Merrick Academy on the State ELA assessment for this charter term (2004-09) are summarized in the table below.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			<b>38.1%</b>	63	<b>56.1%</b>	41	<b>75.0%</b>	64	<b>91.2%</b>	68
4	<b>71.2%</b>	59	<b>45.9%</b>	61	<b>43.9%</b>	57	<b>61.5%</b>	39	<b>84.3%</b>	70
5			<b>75.4%</b>	57	<b>58.9%</b>	56	<b>77.8%</b>	54	<b>87.5%</b>	48
6			<b>44.1%</b>	59	<b>61.4%</b>	44	<b>60.0%</b>	45	<b>88.7%</b>	53
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All	<b>71.2%</b>	73	<b>50.4%</b>	240	<b>54.5%</b>	198	<b>69.8%</b>	202	<b>87.9%</b>	239

### Evaluation

Did not meet this measure in the first four years of this charter term; met and exceeded measure during 2008-09.

Overall, 87.9% of students in grades 3-6 enrolled in at least their second year scored at or above Level 3 in 2008-09. This is the first year during this charter term in which Merrick Academy has achieved the goal of 75% of students at or above Level 3 in ELA, however the positive upward trend, culminating in this year's excellent results, demonstrate the steady improvement of Merrick Academy students.

### Goal 1, Measure 1 B: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State ELA 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 144. The PI 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 PI is 200. The table below including data from 2008-09 demonstrates the calculation method for the ELA PI.

### Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	0.4%	11.4%	81.2%	7.1%	255

$$\begin{array}{rclclclcl}
 \text{PI} & = & 11.4\% & + & 81.2\% & + & 7.1\% & = & 100 \\
 & & & + & 81.2\% & + & 7.1\% & = & 88 \\
 & & & & & & \text{PI} & = & \mathbf{188}
 \end{array}$$

## **Results**

The results for each year of this charter term are summarized in the table below.

**English Language Arts Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year\***

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2004-05	4	73	8.2%	23.3%	49.3%	19.2%	<b>160</b>	131
2005-06	3-6	293	12.3%	38.6%	46.8%	2.4%	<b>137</b>	122
2006-07	3-6	263	7.2%	38.4%	51.0%	3.4%	<b>147</b>	122
2007-08	3-6	266	3.0%	26.3%	65.0%	5.6%	<b>168</b>	133
2008-09	3-6	255	0.4%	11.4%	81.2%	7.1%	<b>188</b>	144

## **Evaluation**

Measure was met in each year of the charter term. The school consistently exceeded the AMO set by the state by a significant margin, culminating in the exceptional score of 188 in 2008-09.

### **Goal 1, Measure 2 A: Comparative Measure**

Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district.

## **Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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. Note: only grade 4 students were tested in 2004-05.

## **Results**

The results for each year of this charter term are summarized in the chart below.

<sup>4</sup> Some tested students may not be included in the calculation of the Performance Index: NYSED's guidance is that only scores for continuously enrolled tested students are included. Students are "continuously enrolled" if they are enrolled in the school on BEDS day (usually the first Wednesday in October) of the school year until the test administration period.



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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			38.1%	57.5%	56.1%	57.3%	75.0%	61.8%	91.2%	69.2%
4	71.2%	59.4%	45.9%	59.4%	43.9%	57.8%	61.5%	61.3%	84.3%	68.8%
5			75.4%	57.4%	58.9%	57.9%	77.8%	71.6%	87.5%	75.5%
6			44.1%	46.4%	61.4%	61.2%	60.0%	53.7%	88.7%	73.3%
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All	<b>71.2%</b>	59.4%	<b>50.4%</b>	55.3%	<b>54.5%</b>	52.0%	<b>69.8%</b>	62.2%	<b>87.9%</b>	71.7%

### Evaluation

Measure was met in each year of the charter except 2005-06. While the school did not exceed the district performance in 2005-06, it has shown steady growth since then, outperforming the district in 2006-07 by 2.5 percentage points, 2007-08 by 7.6 percentage points, and 2008-09 by 16.2 percentage points.

In 2005-06, Merrick Academy was in the process of developing its academic culture by ensuring that all stakeholders – teachers, administrators, board of trustees and parents – understood clearly the mission statement of the school. At this time the stakeholders began to evaluate students' resources, staff hiring practices and professional development services for teachers. Therefore, as a result of researching best practices and incorporating rigor into instruction, Merrick students' data indicate continuous growth in ELA. This growth is evidenced by the instructional leadership team planning strategically in the use of student data analysis and differentiated professional development services for all teachers. To this end as an evolving learning institution, differentiated professional development for our teachers and the use of data analysis both have indicated improved ELA performance results.

#### **Goal 1, Measure 2 B: Comparative Measure**

Each year, the percentage of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute (CSI) and based on the similar school categories generated by the State Education Department and the New York City Department of Education.

The Charter Schools Institute has not provided a determination of similar schools for Merrick Academy, so this measure is not valid for this charter term. This goal will be removed from the Accountability Plan going forward.

#### **Goal 1, Measure 2 C: Comparative Measure**

Each year, the school will exceed to a specified degree (as set by the Charter Schools Institute) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.

## **Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. The Charter Schools Institute has not yet released these data, so the 2008-09 analysis is not yet complete.

## **Results**

The results for each year in this charter term are summarized in the table below.

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

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	45.6	73	69.9	67.8	0.16
2005-06	3-6	34.3	293	49.1	66.3	-1.11
2006-07	3-6	40	262	54.2%	66.5%	-1.07
2007-08	3-6	39.39	266	70.7%	72.05	-0.13
2008-09	3-6	*	261	88.1%	*	*
<b>School's Overall Comparative Performance:</b>						
<i>Lower than expected to a medium degree</i>						

### **2008-09 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		<b>76</b>	<b>89.5%</b>	*	*	*
4		<b>78</b>	<b>85.9%</b>	*	*	*
5		<b>50</b>	<b>88.0%</b>	*	*	*
6		<b>57</b>	<b>89.5%</b>	*	*	*
All	*	<b>261</b>	<b>88.1%</b>	*	*	*

## **Evaluation**

Measure was not met. The school did not meet the predicted performance level in any of the years 2004-08, however we anticipate that Merrick's results will exceed the predicted level in 2008-09 given the high performance this year. In addition, the gap between actual and predicted became smaller each year.

**Goal 1 Measure 3 B: Growth Measure**

Each year beginning in 2006-07, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 % at or above Level 3 on the current year's State ELA exam.

**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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in two consecutive years (for example, the middle row below in the table below represents students who took the exam in January '07 and January '08). The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient, for example, in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. Such progress is expected for each year of the charter term.

**Results**

The table below shows the number of grade cohorts meeting this measure (halving the difference between the percentage of students proficient and 75%) in each of the last three years.

**Cohort Performance on State English Language Arts Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-6	0	3
2007-08	4-6	1	3
2008-09	4-6	3	3

**Evaluation**

Measure was not met in 2 of 3 years. The table above, however, offers evidence that Merrick has made steady progress towards meeting the stated measure, with all three cohorts meeting their target this year.

Furthermore, as seen in the table below, the most recent cohort made significant growth at every grade level. The following table shows the breakdown by grade of the growth demonstrated between 2007-08 and 2008-09. Each cohort met and exceeded its target by a considerable margin, with the grade 4 cohort scoring 85.5%, grade 5 scoring 87.8%, and grade 6 scoring 88.9%.

**Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target <sup>3</sup>	2008-09	
4	69	84.1%	>84.1%	85.5%	Yes
5	49	69.4%	72.2%	87.8%	Yes
6	54	70.4%	72.7%	88.9%	Yes
All	172	75.6%	>75.6%	87.2%	Yes

**Summary of the English Language Arts Goal**

Please see below for a summary of Merrick Academy's performance towards its goals in English Language Arts.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State English Language Arts (ELA) Assessment.	Achieved only in the most recent year
Absolute	Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved in every year
Comparative	Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State ELA Assessment will be greater than that of the local school district.	Achieved in 4 of 5 Years
Comparative	Each year, the percentage of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute (CSI) and based on the similar school categories generated by the State Education Department and the New York City Department of Education.	Not Applicable
Comparative	Each year, the school will exceed to a specified degree (as set by the Charter Schools Institute) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.	Achieved in only one year

<sup>3</sup>"Target" is defined as one half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

\* 2008-09 analysis excludes 1 student retained in grade 3 and 1 student retained in grade 4 in 2008-2009.

Growth	Each year beginning in 2006-07, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 % at or above Level 3 on the current year's State ELA exam	Partially Achieved
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### **Action Plan**

During school year 2007-08 this goal was addressed in four areas: data analysis, differentiated rigorous instruction, professional development, and parent workshops. The school will continue to employ intense data analysis to identify and support areas that are in need of improvement. The outcome being targeted is academic intervention with students grouped according to skill ability, ongoing differentiated professional development and coaching of teachers in ELA. To help ensure student proficiency the school will continue to implement the Title 1 After-school and Saturday Academy Programs. To further improve and maintain academic performance the school has implemented a full-day summer school for 4 weeks. Additionally, there will be rigorous instruction in ELA in the areas of reading comprehension, vocabulary, and writing. There will be student writing and teacher-student conferencing at each grade level, K-6. This will continue to be implemented across the curriculum using accountable talk, oral presentations, technology, and fine arts. The goal will be set using a rubric which incorporates the state level standard for 3s and 4s. Further, teachers and administration will continue to plan strategically through the engagement of the Tuning Protocol: peer review (Critical Friends' Group), monthly Instructional Leadership Team meetings, weekly grade team meetings, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings. As a final point, parent reading workshops to assist with homework, as well as parents' reading club, will be incorporated into the school's parent calendar.

## **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, Measure 1 A: Absolute Measure**

Each year 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Mathematics Assessment.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade from 2005-06 through 2008-09, and to only grade 4 in 2004-



05. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below, as an example, 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 been enrolled for less than one year.

**2008-09 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	76	0	0	0	76
4	78	0	0	0	78
5	50	0	0	0	50
6	57	0	0	0	57
All	261	0	0	0	261

### **Results**

The results for Merrick Academy on the State Math assessment for this charter term (2004-09) are summarized in the table below.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			77.4%	62	90.0%	40	98.4%	62	98.5%	68
4	69.5%	59	51.7%	60	61.4%	57	76.9%	39	95.7%	70
5			59.6%	57	53.6%	56*	74.1%	54	97.9%	48
6			27.6%	58	62.8%	43	93.3%	45	100.0%	53
All	<b>69.5%</b>	<b>59</b>	<b>54.4%</b>	237	<b>65.3%</b>	196	<b>86.5%</b>	200	<b>97.9%</b>	239

### **Evaluation**

Measure was not met during the first three years of this charter term, but was met and exceeded in the last two years. Merrick is especially proud to note the achievement of 100% of 6<sup>th</sup> graders scoring at or above Level 3, and all grades achieving in the mid- to upper 90 percent range in 2008-09. Merrick Academy has made great progress towards achieving a high level of performance. The table above is evidence of growth over the last four years from 54.4% in 2005-06 to 97.9% in 2008-09, an increase of 43.5 percentage points.

<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

\* Number tested shown is 56 for Grade 5 Math Exam in 2006-2007, however 57 students were tested. School was not able to obtain a score from NYC DOE for one tested student.

**Goal 2, Measure 1 B: Absolute Measure**

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet or exceed 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 119. The PI 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 PI is 200. An example of the calculation method for the Math PI is given below for 2008-09.

**Calculation of 2008-09 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	0.0%	2.0%	52.5%	45.5%	255

$$\begin{array}{rclclclcl}
 \text{PI} & = & 2.0\% & + & 52.5\% & + & 45.5\% & = & 100.0\% \\
 & & & & + & & 45.5\% & = & 98.0\% \\
 & & & & & & \text{PI} & = & \mathbf{198}
 \end{array}$$

**Results**

Merrick Academy's Math Performance Index (PI) results for this charter term (2004-09) are summarized in the table below.

**Mathematics Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2004-05	3-6	73	11.0%	16.4%	47.9%	24.7%	<b>162</b>	142
2005-06	3-6	293	10.9%	35.5%	46.8%	6.8%	<b>143</b>	86
2006-07	3-6	261	5.7%	29.5%	52.1%	12.6%	<b>159</b>	86
2007-08	3-6	266	1.1%	13.5%	58.6%	26.7%	<b>184</b>	102
2008-09	3-6	255	0.0%	2.0%	52.5%	45.5%	<b>198</b>	119

Note: Some tested students may not be included in the calculation of the Performance Index: NYSED's guidance is that only scores for continuously enrolled tested students are included.

**Evaluation**

Measure was met. The school exceeded the AMO set by the state by a wide margin in each year of this charter term, and nearly achieved the maximum PI of 200 in 2008-09 with a PI of 198.

### **Goal 2, Measure 2 A: Comparative Measure**

Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district.

### **Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

### **Results**

The data comparing Merrick Academy students enrolled in at least their 2<sup>nd</sup> year with that of all district students is summarized in the table below.

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

Grade	Percent of Merrick Academy Students Enrolled in At Least Second Year and All District Students At Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			77.4%	73.8%	90.0%	80.8%	98.4%	86.6%	98.5%	90.6%
4	69.5%	74.6%	51.7%	70.0%	61.4%	71.5%	76.9%	77.1%	95.7%	82.5%
5			59.6%	59.4%	53.6%	70.0%	74.1%	76.9%	97.9%	82.4%
6			27.6%	52.5%	62.8%	65.1%	93.3%	72.8%	100.0%	75.5%
All	<b>69.5%</b>	74.6%	<b>54.5%</b>	64.0%	<b>65.3%</b>	71.9%	<b>86.5%</b>	78.3%	<b>97.9%</b>	82.8%

### **Evaluation**

Measure was not met during the first three years of this charter term, but was met and exceeded in the last two years. Merrick is especially proud to note the achievement of 97.9% of students in grades 3-6 scoring at or above Level 3 in 2008-09. Merrick Academy has made great progress towards achieving a high level of performance. The table above is evidence of growth over the last four years from 54.4% in 2005-06 to 97.9% in 2008-09, an increase of 43.5 percentage points. This vastly outpaces the improvement shown by the district, which only increased by 18.8 percentage points between 2005-06 and 2008-09.

During the first three years of this charter term, Merrick Academy was in the process of building organizational capacity to improve student outcomes. We began the process of re-developing our academic culture with all stakeholders, i.e. evaluating student resources and professional development for teachers, parents, administration and board of trustees. As a result of researching and evaluating best practices, our students evidenced growth in math performance.



**Goal 2, Measure 2 B: Comparative Measure**

Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education.

The Charter Schools Institute has not provided a determination of similar schools for Merrick Academy, so this measure is not valid for this charter term. This goal will be removed from the Accountability Plan going forward.

**Goal 2, Measure 2 C: Comparative Measure**

Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. The Charter Schools Institute has not yet released these data, so the 2008-09 analysis is not yet complete.

**Results**

The results for each year in this charter term are summarized in the table below.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	45.6	71	74.7	84.3	-0.92
2005-06	3-6	34.3	293	53.6	72.2	-1.09
2006-07	3-6	40.1	262	64.9%	77.6%	-1.05
2007-08	3-6	39.39	266	85.3%	84.41	0.16
2008-09	3-6	*	261	98.1%	*	*
<b>School's Overall Comparative Performance:</b>						
<b><i>Lower than expected to a medium degree</i></b>						

**Evaluation**

Measure was not met in the first 3 years of this charter term. With the exception of 2007-08, Merrick Academy did not meet or exceed the predicted level of performance on the State Math assessment. While the analysis of 2008-09 is not yet complete, it is very likely, given the

outstanding performance, that Merrick will exceed the predicted level of performance for last year.

As referenced previously in this section, the first 3 years of this charter term marked a period of building capacity and strengthening the academic culture so as to impact student outcomes. As a result, Merrick Academy staff has become more knowledgeable about strategic planning as it relates to student data and differentiated instruction. Furthermore, differentiated professional development for our teachers and the use of data analysis have both led to continuous improvement in math performance.

### **Goal 2 Measure 3 B: Growth Measure**

Each year beginning in 2006-2007, grade level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.

### **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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2006-07 and 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

### **Results**

The table below shows the number of grade cohorts meeting this measure (halving the difference between the percentage of students proficient and 75%) in each of the last three years.

**Cohort Performance on Mathematics Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-6	0	3
2007-08	4-6	2	3
2008-09	4-6	2	3

### **Evaluation**

Measure was not met, as only 2 of 3 grade cohorts succeeded in this measure over the last two years, while none succeeded in 2006-07. Looking at the most recent results, however, reveals a very positive trend toward high performance. The following table shows the breakdown by grade of the growth demonstrated between 2007-08 and 2008-09. The grade 5 & 6 cohorts both exceeded the targeted growth, while the grade 4 cohort fell shy of its prior perfect score of 100%. While grade 4 did not sustain its perfect 100% of students at Level 3 or 4, its slightly

reduced score was nonetheless exceptional at 97.1%. In addition, grades 5 and 6 met their goals of either halving the gap between the previous year's score and 75% (grade 5) or showing positive growth over the previous year (grade 6). Grade 6's perfect 100% score deserves special mention.

### **Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	68	100.0%	100.0%	97.1%	No
5	49	81.6%	>81.6%	98.0%	Yes
6	56	73.2%	74.1%	100.0%	Yes
All	173	86.1%	>86.1%	98.3%	Yes

### **Summary of the Mathematics Goal**

Please see below for a summary of Merrick Academy's performance towards its goals in Mathematics.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Mathematics Assessment.	Achieved in 2 of 5 Years
Absolute	Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet or exceed the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Mathematics Assessment will be greater than that of the local school district.	Achieved in 2 of 5 Years
Comparative	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education.	Not Applicable
Comparative	Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Math exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.	Achieved in 2 of 5 Years (assuming 2008-09 achievement)
Growth	Each year beginning in 2006-2007, grade level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on	Partially Achieved

	the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam.	
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### **Action Plan**

During school year 2008-09 this goal was addressed in four areas: data analysis, differentiated rigorous instruction, professional development and parent workshops. The school will continue to employ intense data analysis to identify and support areas that are in need of improvement. The outcome being targeted is academic intervention with students grouped according to skill level, ongoing differentiated professional development, and coaching of teachers in mathematics. To help ensure student proficiency the school continues to implement the Title 1 After-school and Saturday Academy Programs. To further improve and maintain academic performance the school has implemented a full-day summer school for 4 weeks. 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. Outcomes will be assessed using a rubric which incorporates the state level standard for performance levels 3 and 4. Further, teachers and administration will continue to plan strategically through the engagement of the Tuning Protocol: peer review (Critical Friends Group), monthly Instructional Leadership Team meetings, weekly grade team meetings, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings. As a final point, parent mathematic workshops to assist with homework will be incorporated in the school's parent calendar.

## **SCIENCE**

### **Goal 3: Science**

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

### **Background**

Merrick Academy utilizes a 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 utilized 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, Measure 1: Absolute Measure**

Each year 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Science Assessment.

### **Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade beginning in 2006-07. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure

requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

The results for the State Science assessment for this charter term are summarized in the table below.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					<b>71.4%</b>	56	<b>82.1%</b>	39	<b>91.4%</b>	70
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

### **Evaluation**

Measure was met in 2 of 3 years. The school exceeded the 75% target by 7.1 percentage points in 2007-08 and 16.4 percentage points in 2008-09. Despite missing the mark in 2006-07 by a slim margin, Merrick Academy has demonstrated steady and significant progress over the last three years, culminating in the outstanding performance in 2008-09.

#### **Goal 3, Measure 2: Comparative Measure**

Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district.

### **Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

### **Results**

While the Commissioner has not yet publicly released school districts' science scores for 2008-09, Merrick Academy's scores are indicated below.

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

Grade	Percent of Merrick Academy Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4		64.1%		77%	71.4%	74%	82.1%	71.0%	91.4%	*

\* District Comparison data for 2008-09 Science is not yet available at the time of this report



**Evaluation**

While the district data has not been released yet, it is very likely that Merrick students outperformed the district in 2008-09 given their high score. Assuming this result, Merrick Academy met this goal in two of three years, and demonstrated steady progress from 2006-2009.

**Summary of the Science Goal**

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Science Assessment.	Achieved in 2 of 3 Years
Comparative	Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Science Assessment will be greater than that of the local school district.	Achieved in 2 of 3 Years (assuming 2008-09 results)

**Action Plan**

Science will continue to be instructed 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 the Tuning Protocol: peer review (Critical Friends Group), monthly Instructional Leadership Team meetings, weekly grade team meetings, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings. As a final point, parent mathematic workshops to assist with homework will be incorporated in the school's parent calendar.

**SOCIAL STUDIES****Goal 4: Social Studies**

All students at the school will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

**Background**

Merrick Academy utilizes a proprietary, standard-based curriculum based on the Core Knowledge Sequence to teach social studies. 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. Social Studies instruction is conducted at least twice a week in ninety-minute blocks. Students in grades K – 6 complete projects for each unit of study and teachers receive differentiated professional development according to need. Students in grades K – 6 are administered a unit test upon completion of every unit. Students in grade 5 complete the New York State Social Studies Assessment.

**Goal 4, Measure 1: Absolute Measure**

Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Social Studies Assessment.

### **Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in each of the years of this charter term beginning in 2004-05. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

Merrick Academy's Social Studies performance relative to 75% benchmark is summarized in the table below.

**Social Studies Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	<b>67%</b>	40	<b>83%</b>	62	<b>72.4%</b>	58	<b>81.8%</b>	55	<b>95.8%</b>	48

### **Evaluation**

Measure was met in 3 of 5 years; however, Merrick Academy failed to meet the measure in 2004-05 and 2006-07. Most recently, the school significantly exceeded the 75% target by 6.8 percentage points in 2007-08, and 20.8 percentage points in 2008-09.

Merrick's somewhat inconsistent performance over the 5 years of the charter term can be attributed again to the fact that the Academy was in the process of building capacity and strengthening the academic culture so as to impact student outcomes. Merrick's strong results in Social Studies over the last two years of the charter term are a result of the staff's increased understanding of how to use student data and differentiated instruction to drive student performance.

### **Goal 4, Measure 2: Comparative Measure**

Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district.

### **Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

**Results**

Merrick Academy/District comparison data summarized in table below.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	67.0%	65.0%	83.0%	71.0%	72.4%	66.0%	81.8%	77.0%	95.8%	*

\*District comparison data for 2008-2009 Social Studies is not yet available at the time of this report.

**Evaluation**

Measure was met (although 2008-09 district data is pending) Merrick has shown a consistent pattern of exceeding the local school district for the last five years from 2004-05 to 2007-08 (and likely 2008-09).

**Summary of Social Studies Goal**

Merrick students achieved proficiency in the New York State Social Studies Assessment for 2008-09. The goal of 75% of students performing at or above Level 3 was surpassed by 20.8 percentage points.

Type	Measure	Outcome
Absolute	Each year, 75% of students in each assessed grade who have been continuously enrolled in the school for two or more years will perform at or above Level 3 on the New York State Social Studies Assessment.	Achieved in 3 of 5 Years
Comparative	Each year, the percentage of students who have been continuously enrolled in the school for two or more years and who perform at or above Level 3 on the State Social Studies Assessment will be greater than that of the local school district.	Achieved

**Action Plan**

To improve and maintain academic performance, Merrick Academy will continue to identify students' interest and use this information as a basis for planning various forms of hands-on instruction for students to learn topics according to the New York State Standards. Social Studies instruction will continue to be literacy based incorporating technology, and fine arts. In addition, as with other subjects, teachers and administration will continue to plan strategically through the engagement of the Tuning Protocol: peer review (Critical Friends Group), monthly Instructional Leadership Team meetings, weekly grade team meetings, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings.



## NCLB

### Goal 5: NCLB

The school will demonstrate academic success by making adequate yearly progress as required by NCLB.

### Goal 5: Absolute Measure

Each year, the school will be designated in “Good Standing” under the Federal Title I component of the state’s “school accountability system.”

### Method

Since *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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

### Results

**NCLB Status by Year**

Year	Status
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Not Yet Released

### Evaluation

Merrick Academy has consistently met NCLB requirement by being a school whose status has been “Good Standing” each year. As of submission, the NCLB results for 2008-09 had not yet been released.

### Goal 6: Parent Satisfaction

The school will demonstrate strong organizational viability by maintaining strong parental and student support and commitment to the school.

### Goal 6, Measure 1: Absolute Measure

Each year, parents will express satisfaction with the school’s program, based on the school’s Parent Survey, in which at least two-thirds of all parents provide a positive response to each of the survey items.

### Method

Each year the school issued a parent survey asking for input on each item of the ten areas listed below.

**Results****Parent Survey Results****Percentage of Parents Very Satisfied or Satisfied with Merrick Academy**

<b>Category</b>	<b>Year 1 2004-5 (379 responses)</b>	<b>Year 2 2005-6 (264 responses)</b>	<b>Year 3 2006-7 (374 responses)</b>	<b>Year 4 2007-8 (446 responses)</b>	<b>Year 5 2008-9 (442 responses)</b>
Class Size	97%	84%	93%	88%	94%
Overall school climate/environment	98%	85%	97%	91%	98%
Standards and expectations	93%	84%	98%	91%	99%
My child's academic achievement/progress	96%	83%	97%	91%	98%
Support/concern for my child's individual growth**					98%
Civic projects	97%	84%	95%	90%	N/A*
Potential for parent involvement	99%	90%	98%	92%	98%
Communication between school and home	98%	85%	96%	89%	97%
My child demonstrates knowledge of art and music	94%	86%	96%	90%	N/A*
My child demonstrates self-control, responsibility and concern for others	88%	91%	92%	91%	N/A*
Academic Program	98%	93%	99%	93%	98%
School Leadership**					97%
Quality of my child's teacher**					99%

\* Merrick's Parent Survey has been re-designed, leading to the omission of these questions.

\*\*As part of the survey re-design, these questions were added this year.

**Evaluation**

This measure was met with great success. Since 2004, parents have consistently rated Merrick Academy high in all categories surveyed. We are especially pleased that on average across the 5 years of the current charter term, over 96% of parents have felt that Merrick's academic program, which is at the core of the school's mission, was satisfactory or very satisfactory, with 98% reporting so in 2008-09.

**Goal 6, Measure 2: Absolute Measure**

Each year, 90 percent of all students (enrolled at any time during the course of the year) will return the following September.

**Method**

Students are tracked by enrollment records. The retention rate is determined by taking the number of students re-enrolling and dividing it by the number that captures the previous year's enrollment *minus* the number of students in the graduating class. We have calculated

the comparison using the enrollment numbers as of BEDS Day in the previous year *and* as of the last day of school in the previous year. Additionally, we have calculated the retention rates when 5<sup>th</sup> graders who were discharged during the summer are factored out; we naturally lose some 5<sup>th</sup> grade students who wish to enroll in a traditional 6-8 middle school rather than transferring in at the 7<sup>th</sup> grade level, as they would do if they choose to remain enrolled at Merrick for 6<sup>th</sup> grade.

## **Results**

### **Student Retention Comparisons**

Requested Data	Year 1* 2004-5	Year 2 2005-6	Year 3 2006-7	Year 4 2007-8	Year 5 2008-9
% of Students Returning from Previous Year (from BEDS Day of previous year to BEDS Day of current year)	87%	82%	79%	81%	86%
% of Students Returning from Previous Year (from previous year's last day of school to BEDS Day of current year)	94%	89%	85%	88%	90%

### **Retention Rates Calculated Without 5<sup>th</sup> Graders Who Were Discharged Between Last Day of School and Following Summer (Assumed to Have Left for a Gr 6-8 Middle School)**

% of Students Returning from Previous Year (from BEDS Day of previous year to BEDS Day of current year)	87%	84%	83%	84%	89%
% of Students Returning from Previous Year (from previous year's last day of school to BEDS Day of current year)	95%	90%	89%	91%	94%

\* - The 2004-2005 school year was the first with grade 6, and retention rates may have dropped since then due to a number of students leaving after grade 5 to attend a middle school with grades 6-8.

## **Evaluation**

This measure has been met with mixed success. When retention rates are measured from the last day of the previous school year to BEDS Day of the current year, each year we met or came close to meeting the goal of 90% retention, regardless of whether the 5<sup>th</sup> graders who were discharged over the summer (presumably to attend a grade 6-8 middle school) were factored out. We feel this analysis, as opposed to measuring BEDS Day of the previous year to BEDS Day of the current year, is the more accurate way to calculate retention from year to year, given that students are discharged throughout the school year for many reasons outside of the school's control, such as a move to another district or state.

### **Goal 6, Measure 3: Absolute Measure**

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

## **Method**

Attendance rate is calculated from the daily attendance rosters for each class.

**Results**

	<b>Year 1 2004-5</b>	<b>Year 2 2005-6</b>	<b>Year 3 2006-7</b>	<b>Year 4 2007-8</b>	<b>Year 5 2008-9</b>
<b>Average Attendance</b>	<b>91.7%</b>	<b>91.3%</b>	<b>94.2%</b>	<b>94.2%</b>	<b>94.3%</b>

**Evaluation**

This measure has not been met, although the average attendance rate has improved by 2.6 percentage points over the past five years, culminating in the term's highest attendance rate in 2008-09 of 94.3%. Consistent student attendance is crucial for sustained learning to take place. Unfortunately, we have found that absences during the final month of school and around vacation periods increase. Additionally, it takes a few weeks at the beginning of the school year for the school's roster to become settled due to no-shows and new admits, which generally negatively impacts the school's average attendance. While we are pleased that our attendance rate is steadily improving each year, we nevertheless believe that the year's average should reflect a 95% attendance rate.

**Goal 7: Legal Compliance Goals**

The school will substantially comply with applicable laws, rules and regulations and the provisions of its charter.

**Goal 7: Measure 1**

Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, the federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

**Results**

Merrick Academy has generally and substantially complied with all applicable laws, rules and regulations. The Board takes legal compliance matters very seriously and has retained outside counsel to ensure compliance with all relevant laws.

**Evaluation**

This measure was met.

**Goal 7: Measure 2**

**Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.**

**Results**

Merrick Academy has in place and maintains effective systems, policies, procedures, and other controls for ensuring that legal and charter requirements are met. Victory Schools conducts written and on-site audits of Merrick's operations in order to ensure that the school is fulfilling its compliance requirements. Merrick's staff has been trained with respect to all applicable

procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and to report these matters to the Board, Victory or its counsel.

### **Evaluation**

This measure was met.

#### **Goal 7: Measure 3**

**Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.**

### **Results**

Merrick Academy has maintained a relationship with an independent legal counsel that receives copies of incident reports and makes recommendations as needed. Victory's in-house attorneys also provide legal counsel to Merrick regarding policies and provide legal counsel to the school.

### **Evaluation**

This measure was met.

#### **Goal 8: Goals Relating to Fiscal Soundness**

The school will maintain sound fiscal practices.

#### **Goal 8: Measure 1**

**Each year, the school will operate on a balanced budget: actual revenues will equal or exceed actual expenses.**

### **Results**

As evidenced by each year's audit reports, which have been submitted annually to the Institute, the school has operated a balanced budget, with actual revenues equaling or exceeding actual expenses. During the 2004-2005 school year, the school was \$11,000 below breaking even; however, this was insignificant and did not impact operations of the school.

### **Evaluation**

This measure was met.

#### **Goal 8: Measure 2**

**Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, the State Education Department, or the Charter Schools Institute.**

### **Results**

There have been no material internal control or compliance deficiencies noted in any audit reports from this charter term. Any compliance deficiencies noted in Stated Education

Department or Charter Schools Institute reports have been addressed immediately.

**Evaluation**

This measure was met.

**Goal 8: Measure 3**

**At the end of each fiscal year, the school's unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.**

**Results**

As evidenced by each year's audit reports, which have been submitted annually to the Institute, the school's unrestricted net assets have exceeded two percent of the school's operating budget for each year of this charter term.

**Evaluation**

This measure was met.

# **Student/Teacher Attrition Data**



### Charter School Student Attrition Rates

	2008-2009	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	0	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	5	0	0	0
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	24	0	0	0
Number leaving for other reasons (undetermined)	0	9	15	21
Total number of students leaving.	29	9	15	21
Highest Number Enrolled (July 1 – June 30)	500	498	498	503
<b>Total Percent Attrition</b>	<b>5.8%</b>	<b>1.8%</b>	<b>3.0%</b>	<b>4.2%</b>

### Charter School Teacher Attrition Rates

	2008-2009	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	20	20	20	20
Number of Special Area Teachers	23	22	18	22
Total Number of Teachers	53	42	38	42
Total Number of Teachers Leaving	4	23	7	8
<b>Total Percent Attrition</b>	<b>7.5%</b>	<b>54.8%</b>	<b>18.4%</b>	<b>19.0%</b>



# **Report of Fiscal Performance**

THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
OFFICE OF ELEMENTARY, MIDDLE,  
SECONDARY AND CONTINUING EDUCATION  
PUBLIC SCHOOL CHOICE PROGRAMS  
ROOM 462, EDUCATION BUILDING ANNEX  
ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
REPORT OF FISCAL PERFORMANCE  
FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:  
342900860821

Charter School Name: Merrick Children's Academy Charter School

Contact Person: Paul J. Augello, Jr.

Phone: (212) 786-7913

REVENUES

A. STATE SOURCES  
B. FEDERAL SOURCES  
C. PUBLIC SCHOOL DISTRICTS  
1. BASIC OPERATING REVENUES  
2. STATE AID-PUPILS WITH DISABILITIES  
3. FED. AID-PUPILS WITH DISABILITIES  
4. OTHER REV FROM PUB SCH DISTRICTS  
D. ALL OTHER REVENUES  
E. TOTAL REVENUES FROM ALL SOURCES

\$ 40,604 F. GENERAL ADMINISTRATION  
240,637 G. INSTRUCTIONAL SUPERVISION  
H. ALL OTHER INSTRUCTION  
6,159,285 I. PUPIL SERVICES  
- J. PUPILS WITH DISABILITIES  
30,583 K. TRANSPORTATION  
- L. COMMUNITY SERVICE  
170,675 M. OPERATION & MAINTENANCE  
\$ 6,641,783

S. ENROLLMENT  
T. EXPENDITURES PER PUPIL

499  
13,220  
(R/S)

EXPENDITURES

SALARIES \$ 432,965 \$ 306,713 \$ 739,677  
2,251,254 \$ 1,736,549 3,987,804  
- \$ -  
154,171 \$ - 154,171  
- \$ -  
- 1,019,742 1,019,742  
-  
46,601 \$ - 46,601  
N. EMPLOYEE BENEFITS 461,508  
O. DEBT SERVICE 17,426  
P. SCHOOL LUNCH 169,675  
Q. CAPITAL EXPENSE -  
R. GRAND TOTAL EXPENDITURES \$ 6,596,603

COMPLETED FORM SHOULD BE RETURNED  
NO LATER THAN AUGUST 3, 2009 TO:  
PUBLIC SCHOOL CHOICE PROGRAMS

State Education Department  
Room 462 - Education Building Annex  
Albany, New York 12234

Signature: \_\_\_\_\_

Chief School Officer

Date: 07/17/09

# **Board of Trustee Disclosure Forms**

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Gerald Karikari

Name of Charter School Merrick Academy

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): chair

2. Is the trustee an employee of the School? \_\_\_ Yes X No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes X No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes X No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

*Kari Kari*  
Signature

6/23/09  
Date

Subscribed and sworn to before me this 30<sup>th</sup> day of June, 2009

*Michelle E. Grosvenor*  
Notary Public

**MICHELLE E. GROSVENOR**  
NOTARY PUBLIC, STATE OF NEW YORK  
No. 01GR6134537  
QUALIFIED IN KINGS COUNTY  
MY COMMISSION EXPIRES OCT. 3, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) TERACI POWELL

Name of Charter School MERRICK ACADEMY

Charter Entity S.U.N.Y.

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative): Member

2. Is the trustee an employee of the School? ☐ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ☐ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ☐ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NONE ✓		



Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

  
Signature

6/23/09  
Date

Subscribed and sworn to before me this 23<sup>rd</sup> day of June, 2009

  
Notary Public

**WILLIAM STRADER**  
NOTARY PUBLIC, State of New York  
No. 05ST6157257  
Qualified in Queens County  
Commission Expires December 04, 2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Shante' Spivey

Name of Charter School Merrick Academy

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): parent representative

2. Is the trustee an employee of the School? \_\_\_ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>



Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

  
 Signature

6/23/09  
 Date

Subscribed and sworn to before me this 23<sup>rd</sup> day of June, 2009

  
 Notary Public

**WILLIAM STRADER**  
 NOTARY PUBLIC, State of New York  
 No. 05ST6157257  
 Qualified in Queens County  
 Commission Expires December 04, 2010



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Darryl E. Greene

Name of Charter School Merrick Childrens Academy

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): Member

2. Is the trustee an employee of the School? \_\_\_Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

N/A

4. Is the trustee an employee or agent of the management company? \_\_\_Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None	None	None	None

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None	None	None	None

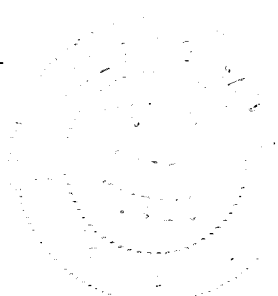
Darryl E. Greene  
Signature

6/23/09  
Date

Subscribed and sworn to before me this 23<sup>rd</sup> day of June, 2009

William Strader  
Notary Public

WILLIAM STRADER  
NOTARY PUBLIC, State of New York  
No. 05ST6157257  
Qualified in Queens County  
Commission Expires December 04, 2010



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Kimberley Francis

Name of Charter School Memck Academy

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_\_ Yes / No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_

\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_\_ Yes X No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_\_ Yes X No



Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>

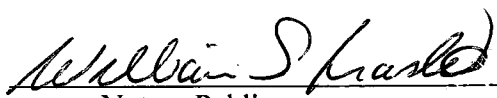
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

  
Signature

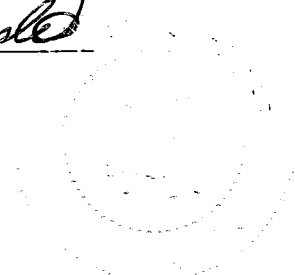
6/09  
Date

Subscribed and sworn to before me this 23<sup>rd</sup> day of June, 2009



Notary Public  
WILLIAM SPRADLER  
NOTARY PUBLIC, State of New York  
No. 05878157267

My Comm. Expires 12/31/2011  
I am Notary Public for the State of New York



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Yves Mompoint

Name of Charter School Merrick Academy

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (c.g., chair, treasurer, parent representative): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_ Yes ☒ No gm

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes ☒ No gm

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes ☒ No gm

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	N	A	

Signature

Date

Subscribed and sworn to before me this \_\_\_\_ day of \_\_\_\_, 20\_\_.

Notary Public

# **Statement of Assurances**

*Statement of Assurances*

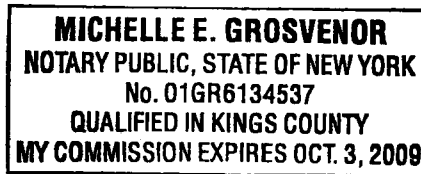
Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

AIMA L ALSTON  
Print Name, Head of Charter School

[Signature] 07/01/09  
Signature and Date

Subscribed and sworn to before me this 1<sup>st</sup> day of July, 2009.

[Signature]  
Notary Public



Gerald Karikari  
Print Name, President, Board of Trustees

[Signature] 7/13/09  
Signature and Date

Subscribed and sworn to before me this 13<sup>th</sup> day of July, 2009.

[Signature]  
Notary Public

