

Accountability Plan Progress Reports for the 2007-08 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**Merrick Academy-Queens
Public Charter School**

2007-08

**ACCOUNTABILITY PLAN
PROGRESS REPORT
(Updated)**

Submitted to the SUNY Charter Schools Institute on:

November 13, 2008

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Carolyn Thomas, Assistant Principal, prepared this 2007-08 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	Public Relations Committee
Jacques Leandre	Finance Committee
Traci Powell	Human Resources Committee
Joan Flowers	Legal Counsel
William Strader	PTA Fathers Committee
Darryl Greene	
Yves Mompont	
Valerie Williams	PTA President for 2007-08

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 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.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2003-04	49	77	74	74	75	48	0	397
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

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 Balance Writing models. The program is supplemented with interesting reading materials, independent reading, author studies, graphic organizers, and literacy centers and writing periods. Reading and writing focuses on the skill of the week and is driven by the Core Knowledge thematic units. For the 2007-2008 school year the school increased the student support services staff, and provided differentiated professional development for teachers.

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 3rd through 6th grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. 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 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.

**2007-08 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	54	0	0	0	54
5	78	0	0	3	81
6	56	0	0	0	56
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)	266	0	0	3	269

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

Results

The school exceeded this measure’s requirement in grades 3 and 5, where 75% and 77.8% respectively scored at level 3 or above. Each of grades 4 and 6 scored below 75%

**Charter School Performance on 2007-08 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	2.6%	19.2%	62.8%	15.4%	78.2%	78
	Students in At Least 2 nd Year	1.6%	23.4%	59.4%	15.6%	75.0%	64
4	All Students	7.4%	24.1%	64.8%	3.7%	68.5%	54
	Students in At Least 2 nd Year	7.7%	30.8%	59.0%	2.6%	61.5%	39
5	All Students	2.6%	23.1%	73.1%	1.3%	74.4%	78
	Students in At Least 2 nd Year	3.7%	18.5%	75.9%	1.9%	77.8%	54
6	All Students	0.0%	42.9%	57.1%	0.0%	57.1%	56
	Students in At Least 2 nd Year	0.0%	40.0%	60.0%	0.0%	60.0%	45
7	All Students	N/A	N/A	N/A	N/A	N/A	N/A
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
8	All Students	N/A	N/A	N/A	N/A	N/A	N/A
	Students in At Least 2 nd Year	N/A	N/A	N/A	N/A	N/A	N/A
All	All Students	3.0%	26.3%	65.0%	5.6%	70.7%	266
	Students in At Least 2 nd Year	3.0%	27.2%	63.9%	5.9%	68.6%	202

Evaluation

Did not meet measure.

Additional Evidence

The following table presents the aggregate performance of all of the tested grades from school year 2005-06 to 2007-08 for students enrolled in at least their 2nd year at levels 3 and 4. The year –to-year trends from school year 2005-06 to 2007-08 indicate that the school is making progress towards the goal of a high level of performance. Grades 3 & 5 have met the goal of at least 75% of all tested students who are enrolled in at least their second year will perform at or above level 3 on the New York State ELA exam. Grade 4 did not meet the goal but has shown an increase of more that 15% over last year. While grade 6 did not show improvement over last year, it still evidences improvement overall.

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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					38.1%	63	56.1%	41	75.0%	64

4	57%		72%		45.9%	61	43.9%	57	61.5%	39
5					75.4%	57	58.9%	56	77.8%	54
6					44.1%	59	61.4%	44	60.0%	45
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All	57%		72%		50.9%	240	55.1%	198	68.6%	202

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 2007-08 is 133. 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.

Results

The aggregate PI score was 167.5

Calculation of 2007-08 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	3.0%	26.3%	65.0%	5.6%	266

$$\begin{aligned}
 \text{PI} &= 26.3 + 65.0 + 5.6 = 96.9 \\
 &+ 65.0 + 5.6 = 70.6 \\
 \text{PI} &= 167.5
 \end{aligned}$$

Evaluation

Measure was met. The school exceeded the AMO set by the state.

Additional Evidence

Merrick Academy has consistently exceeded the AMO set by the state. We have also shown consistent gains in our Performance Index score each school year.

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-6	293	12.3%	38.7%	46.7%	2.3%	137	122
2006-07	3-6	263	6.6%	38.6%	51.5%	3.3%	148	122
2007-08	3-6	266	3.0%	26.3%	65.0%	5.6%	168	133

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.

Results

Merrick Academy achieved an aggregate score of 69.8% at or above level 3 in comparison to District #29 who achieved a score of 62.2%. Merrick outperformed the district in all equivalent grades (3-6).

**2007-08 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District #29 Students	
	Percent	Number Tested	Percent	Number Tested
3	75.0%	64	61.8%	2566
4	61.5%	39	61.3%	2607
5	77.8%	54	71.6%	2646
6	60.0%	45	53.7%	2563
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	69.8%	202	62.2%	10382

Evaluation

Measure was met.

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

Additional Evidence

The school has shown steady growth since 2005-06. The school did not exceed the district in the first year; however, the school exceeded the district in 2006-07 by 2.5% and 2007-08 by 7.6%

**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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	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%
4	57%	49.3%	72%	59.4%	45.9%	59.4%	43.9%	57.8%	61.5%	61.3%
5					75.4%	57.4%	58.9%	57.9%	77.8%	71.6%
6					44.1%	46.4%	61.4%	61.2%	60.0%	53.7%
7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
All	57%	49.3%	72%	59.4	50.4%	55.3%	54.5%	52.0%	69.8%	62.2%

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.

This data is pending because the Charter Schools Institute has not yet provided a determination of similar schools for Merrick Academy.

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. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

Merrick showed a negative performance in all grades in actual percentages achieving level 3 & 4 in comparison to predicted performance targets. The school also showed “Lower than expected to a large degree” effect size results in all grades except grade 6, which was “About the same as expected.”

2006-07 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		52	55.8	67.3	-11.5	-0.98
4		76	44.7	68.0	-23.3	-1.99
5		78	59.0	68.2	-9.2	-0.84
6		56	58.9	61.5	-2.6	-0.22
All	40	262	54.2	66.5	-12.3	-1.07

School’s Overall Comparative Performance:
<i>Lower than expected to a large degree</i>

Evaluation

Measure was not met. The school showed a negative performance level in all grades. The effect size was greatest in the grades 3-5.

Additional Evidence

Merrick Academy shown a negative growth trend over the last few years in the number of students tested meeting the predicted achievement target.

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						

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 2007-08 and also have a state exam score in 2006-07. 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 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, 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 grade 5 cohort met and exceeded its target by a considerable margin and met the 75% proficiency target of the absolute measure by scoring 78.1%. The grades 4 & 6 who scored 64.4% and 57.1% respectively cohorts did not meet their targets.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	45	60.0%	67.5%	64.4%	NO
5	64	42.2%	58.6%	78.1%	YES
6	56	60.7%	67.9%	57.1%	NO
All	165	53.3%	64.2%	67.3%	YES

Evaluation

Measure was not met. All the individual cohorts did not achieve their target. However, the aggregate of all cohorts did achieve the targeted increase.

Additional Evidence

The table below shows evidence that Merrick is making progress towards meeting the stated measure. There has been a 33% increase in the number of cohorts meeting the target.

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

Summary of the English Language Arts Goal

Merrick Academy’s aggregate PI on the ELA exam met the AMO and students who are enrolled in at least their second year performed at or above Level 3 surpassing CSD 29 in the same tested grades. We did not achieve the measure of 75% if all tested students who are enrolled in at least their 2nd year performing at or above Level 3 on the exam. The school did not achieve the comparative measure of exceeding its predicted level of performance by a small Effect Size or the growth measure that each cohort will reduce by one-half the gap from 2006-07 to 2007-08. Overall, the school achieved two of the 6 measures (with one pending) for ensuring proficiency of all students in reading and writing in the English language.

Type	Measure	Outcome
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.	Did Not Achieve
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
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
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.	Pending
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.	Did Not Achieve
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	Did Not Achieve

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 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 drama. The goal will be set using a rubric which incorporates the state level standard for 3s and 4s. As a final point, parent reading workshops to assist with homework will be incorporated in 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 balance 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 a 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. For the 2007-2008 school year the school increased the student support services staff, and provided differentiated professional development for teachers.

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 3rd through 6th grade in January 2008. 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 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.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	76	0	0	2	78
4	54	0	0	0	54
5	80	0	0	1	81
6	56	0	0	0	56
All	266	0	0	3	269

Results

³ 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

All grades, with the exception of grade 5, exceeded the target of having 75% or more score at or above level 3. Grade 5 scored at 74.1% which was only 0.9% short of the target.

**Charter School Performance on 2007-08 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0.0%	1.3%	53.9%	44.7%	98.7%	76
	Students in At Least 2 nd Year	0.0%	1.6%	53.2%	45.2%	98.4%	62
4	All Students	3.7%	16.7%	46.3%	33.3%	79.6%	54
	Students in At Least 2 nd Year	5.1%	17.9%	41.0%	35.9%	76.9%	39
5	All Students	1.3%	26.3%	53.8%	18.8%	72.5%	80
	Students in At Least 2 nd Year	0.0%	25.9%	53.7%	20.4%	74.1%	54
6	All Students	0.0%	8.9%	83.9%	7.1%	91.1%	56
	Students in At Least 2 nd Year	0.0%	6.7%	84.4%	8.9%	93.3%	45
All	All Students	1.1%	13.5%	58.6%	26.7%	85.3%	266
	Students in At Least 2 nd Year	1.0%	12.5%	58.0%	28.5%	86.5%	200

Evaluation

Measure was met. Merrick is especially proud to note the achievement of the third grade scoring 98.4% and sixth grade scoring 93.3%.

Additional Evidence

Merrick Academy has made great progress towards achieving a high level of performance. The table below is evidence of growth over the last three years from 54.4% in 2005-06 to 86.5% in 2007-08, and increase of 32.1%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	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
4	61%		70%		51.7%	60	61.4%	57	76.9%	39
5					59.6%	57	53.6%	56	74.1%	54
6					27.6%	58	62.8%	43	93.3%	45
All	61%		70%		54.4%	237	65.3%	196	86.5%	200

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

Merrick Academy achieved an aggregated score of 85% on the State Mathematics exam which exceeded the 78.3% scored by District #29 (the local school district)

**2007-08 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Merrick Academy Students In At Least 2 nd Year		All District #29 Students	
	Percent	Number Tested	Percent	Number Tested
3	98.4%	62	86.6%	2586
4	76.9%	39	77.1%	2646
5	74.1%	54	76.9%	2684
6	93.3%	45	72.8%	2604
All	86.5%	200	78.3%	10520

Evaluation

Measure was met.

Additional Evidence

Merrick Academy has not only made consistent gains in increasing the proficiency level of its students, the school has also shown from the tables below that it has made better progress than the local school district in increasing the proficiency level of students. The local school district showed an increase of 14.3% between 2005-06 and 2007-08, while Merrick has shown an increase of 32.4%

**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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	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%
4	61	67.3	70	74.6	51.7%	70.0%	61.4%	71.5%	76.9%	77.1%
5					59.6%	59.4%	53.6%	70.0%	74.1%	76.9%
6					27.6%	52.5%	62.8%	65.1%	93.3%	72.8%
All	61	67.3	70	74.6	54.1%	64%	67%	72%	86.5%	78.3%

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.

This data is pending because the Charter Schools Institute has not yet provided a determination of similar schools for Merrick.

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. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

With the exception of grade 3, Merrick Academy showed a negative performance in all grades in actual percentages achieving level 3 & 4 in comparison to predicted performance targets. The school also showed “Lower than expected to a large degree” effect size results in grades 4& 5. Grade 6 showed a “Lower than expected to a medium degree.” Grade 3 was “About the same as expected.”

2006-07 Mathematics 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		54	87.0%	85.0%	2.0	0.20
4		77	59.7%	79.7%	-20.0	-1.89
5		76	56.6%	75.6%	-19.1	-1.44
6		55	61.8%	70.1%	-8.3	-0.58
All	40.1	262	64.9%	77.6%	-12.7	-1.05

School’s Overall Comparative Performance:
<i>Lower than expected to a large degree</i>

Evaluation

Measure was not met. The school showed a negative performance level in all grades, except grade 3.

Additional Evidence

While the school did have a negative “Effect Size” for both years, there was a decrease in the margin to which the actual and predicted scores differed.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06	3-6	34.3	293	53.6%	72.2%	-1.09
2006-07	3-6	40.1	261	64.8%	77.6%	-1.05
2007-08						

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 2007-08 and also have a state exam score in 2006-07. 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 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, 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 grade 5 & 6 cohorts both exceeded the targeted growth.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	46	87.0%	87.0%	76.1%	NO
5	65	64.6%	69.8%	72.3%	YES
6	55	54.5%	64.8%	90.9%	YES
All	166	67.5%	71.2%	79.5%	YES

Evaluation

Measure was met. Grade 5 scored 72.3% which was 2.5% over the target of 69.8%. Grade 6 scored 90.9% which is 26.1% over the target of 64.8%. Grade 4 had exceeded the targeted 75% last year and this year even though the 2006-07 score of 87% was not sustained.

Additional Evidence

Merrick academy showed marked progress in this measure with an increase of 67% of cohorts meeting target over last year.

**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

Summary of the Mathematics Goal

Merrick Academy achieved the measure of 75% of all tested students who are enrolled in at least their 2nd year performing at or above Level 3 on the New York State Math exam. Merrick Academy’s aggregate PI on the ELA exam met the AMO and students who are enrolled in at least their second year performed at or above Level 3 surpassing CSD 29 in the same tested grades. The school did not achieve the comparative measure of exceeding its predicted level of performance by a small Effect Size or the growth measure that each cohort will reduce by one-half the gap from 2006-07 to 2007-08. Overall, the school achieved four of the six measures (with one pending) for ensuring that all of the students in the tested grades would demonstrate competency in the understanding and application of mathematics computation and problem solving.

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 Mathematics Assessment.	Achieved
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
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.	Pending
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.	Did Not Achieve
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 the previous year’s State Math exam and 75 percent at or above Level 3 on the current year’s State Math exam.	Achieved

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 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 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 mathematics, inclusive on manipulative 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. 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 4th grade in spring 2008. 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

82.1% of students in at least their second year of enrollment achieved at or above level 3 on the State Science Exam.

Charter School Performance on 2007-08 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	3.7%	14.8%	50.0%	31.5%	81.5%	54
	Students in At Least 2 nd Year	5.1%	12.8%	53.9%	28.2%	82.1%	39

Evaluation

Measure was met. The school exceeded the 75% target by 7 percentage points.

Additional Evidence

Merrick’s students in 2007-2008 performed better than those in 2006-07, increasing by almost 10 percentage points the number of students scoring at level 3 or 4.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4							71.4%	56	82.1%	39
8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

Pending. The Commissioner has not yet publicly released school districts’ science scores for 2007-08.

**2007-08 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	82.1%	39	**	**

**District Comparison data for 2006-2007 and 2007-2008 Science is not yet available at the time of the report.

Evaluation

N/A

Additional Evidence

Although district data for 2007-08 are not available, Merrick 2007-08 results exceeded the prior year’s district results by 8 percentage points.

**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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	75%	63.3%		64.1%		77%	71.4%	74%	82.1%	**

**District Comparison data for 2007-2008 Science is not yet available at the time of the report.

Summary

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 Science Assessment.	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 Science Assessment will be greater than that of the local school district.	Pending

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.

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 5th grade in November 2007. 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

81.8% of students in at least their second year of enrollment achieved at or above level 3 on the State Social Studies Exam.

Charter School Performance on 2007-08 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	7.5%	10.0%	66.3%	16.3%	82.5%	80
	Students in At Least 2 nd Year	7.3%	10.9%	65.5%	16.4%	81.8%	55

Evaluation

Measure was met. The school exceeded the 75% target by 6.8%

Additional Evidence

Merrick has met the target for more than one year. As evidenced by the chart, the scores have not remained consistent. The focus for subsequent years will be to hone effective strategies in all grade 5 classrooms to ensure consistency in exceeding and maintaining the targeted level of achievement.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	73%	8	67%	40	83%	62	72.4%	58	81.8%	55

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

District data for 2007-08 has not yet been released.

**2007-08 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	81.8%	55	*	*

*District comparison data for 2007-2008 Social Studies is not yet available at the time of this report.

Evaluation

N/A

Additional Evidence

District data for 2007-08 were not available. However, Merrick has shown a consistent pattern of exceeding the local school district for three years from 2003-04 to 2006-07.

**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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	73.0%	58.0%	67.0%	65.0%	88%	71.0%	72%	66%	81.8%	*

*District comparison data for 2007-2008 Social Studies is not yet available at the time of this report.

Summary

Merrick students achieved proficiency in the New York State Social Studies Assessment for 2007-08. The goal of 75% of students performing at or above Level 3 was surpassed by 6.8%.

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
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.	Pending

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, drama and art.

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 has not been released for 2007-08.

Evaluation

N/A.

Additional Evidence

Merrick Academy has consistently met NCLB requirement by being a school whose status has been “Good Standing” each year.

NCLB Status by Year

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Not Yet 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

2007-08 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
446	496	90%

2007-08 Parent Satisfaction on Key Survey Results

Item	Percentage of Respondents Satisfied
Class Size	88%
Overall school climate/environment	91%
Standards and expectations	91%
My child's academic achievement/progress	90%
Civic projects	89%
Potential for parent involvement	92%
Communication between school and home	89%
My child demonstrates knowledge of art and music	91%
My child demonstrates self-control, responsibility and concern for others.	91%
Academic Program	93%

Evaluation

Measure was met. More than two thirds of parents provided a positive response to each of the survey items.

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 follow September.

Method

Students are tracked by enrollment records.

Results

The retention rate for 2007-08 was 82.7%.

2007-08 Student Retention Rate

2006-07 Enrollment	Number of Students Who Graduated in 2006-07	Number of Students Who Returned in 2007-08	Retention Rate 2007-08 Re-enrollment ÷ (2006-07 Enrollment – Graduates)
496	56	364	82.7

Evaluation

Measure was not met by 7.3%

Additional Evidence

Year	Retention Rate
2003-04	N/A
2004-05	86.2
2005-06	85.2
2006-07	78.9
2007-08	82.7

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

2007-08 Attendance

Month	Attendance Rate
September	94.6%
October	95.3%
November	94.8%

December	94.2%
January	95.2%
February	93.4%
March	94.4%
April	94.1%
May	92.8%
June	93.4%
Overall	94.2%

Evaluation

Measure was not met by 0.8%.

Additional Evidence

Year	Average Daily Attendance Rate
2003-04	N/A
2004-05	91.7%
2005-06	91.3%
2006-07	94.2%
2007-08	94.2%

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 insure compliance with all relevant laws.

Evaluation

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 measures for ensuring that legal and charter requirements are met. Victory Schools conducts written and on-site audits of the 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

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. The Board also has a Legal Committee who works with the outside parties on legal-related matters that do not present a conflict of interest.

Evaluation

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

The school has operated on a balanced budget since its 3rd year of operation and intends to maintain this goal throughout the remainder of the next 5 year charter period.

Evaluation

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

The last full scope financial audit of the school was performed for the fiscal year-end June 30, 2007. There were no material internal control or compliance deficiencies noted in the report.

Evaluation

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

The school's unrestricted net assets exceed two percent of the school's operating budget for the upcoming year.

Evaluation

Measure was met