



**MERRICK ACADEMY-QUEENS
PUBLIC CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Dr. Karen Valbrun

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INTRODUCTION

Dr. Karen Valbrun, Principal prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari	Chair, Financial, Human Resources, and Nominating Committees
James Ding	Trustee, Academic, Nominating, and Bylaws Committees
Kevin Thomas	Trustee, Finance and Nominating Committees
Cameil Dalgetty-Jarvis	Trustee, Human Resources Committee
Tameka Pierre-Louis	Trustee, Operations Committee
Anna Ramroop	Secretary, Academic Committee
Lula Fisher	Parent Representative, Human Resource Committee

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

INTRODUCTION

The State University of New York Board of Trustees approved the Merrick Academy – Queens Public Charter School in June of 2000. Located in District 29 in Queens Village, New York City, the school opened in September 2000 with an enrollment of 121 in grades K - 2 and enrolled 530 students as of BEDS day for the 2015-16 school year in grades K-5.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2011-12	78	80	78	77	78	68	40	499
2012-13	100	71	72	77	78	68	40	499
2013-14	76	100	74	75	80	72	23	500
2014-15	73	73	97	78	75	78	21	495
2015-16	102	82	87	104	83	72	N/A	530

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Goal 1: English Language Arts

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

BACKGROUND

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

Merrick Academy utilized the DIBELS, RALLY, iReady, Fountas and Pinnell, and “in - house” grade level assessments to identify skill gaps and students’ strengths and weaknesses. The administrators and teachers collected and analyzed the data, reviewed current practices, and identified the needs of the school, individual grades and classes, and individual students to develop action plans to address the gaps and describe the appropriate methods of intervention. Teachers attended workshops from Uncommon Schools to support the school’s instructional program and focused their work on learning, teaching and student retention of material. The teachers participated in bi-weekly professional development through a pedagogical flow map that provided teachers with explicit instructional strategies in the teaching of phonics, comprehension, fluency, writing strategies, classroom management, and vocabulary development. Teachers also received professional development during grade meetings, after school in balanced literacy, content area reading, and small group instruction.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 5 grade in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to

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grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	102			1		103
4	80			1		81
5	69			0		60
All	251			2		244

RESULTS

The following table presents the English language arts test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Merrick. On the 2015-16 English language arts exam, 33.9% of all enrolled students and 32% of students enrolled in at least their second year tested at a proficient level.

Performance on 2015-16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	35%	102	35.4%	79
4	49%	80	45.5%	66
5	14%	69	13.1%	61
All	33.9%	251	32.0%	206

EVALUATION

For 2015-16, Merrick did not meet the absolute measure for English Language Arts proficiency. Overall, 33.9% of the school's students tested at a proficient level. 32% of students in at least their second year at the school performed at a proficient level. The school was 42 percentage points shy of reaching its stated goal of 75% proficiency on the 2015-16 English language arts assessment exam.

ADDITIONAL EVIDENCE

From the 2014-15 to 2015-16 school years, the percentage of students enrolled in at least their second year at Merrick achieving proficiency on the English language arts exams nearly doubled. The percentage of students testing at a proficient level increased over 21 percentage points at the third grade level nearly 30 points at the fourth grade level from the 2014-15 school year to the 2015-16 school year.

English Language Arts Performance by Grade Level and School Year

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.

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Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	9.5%	63	14.2%	70	35.4%	79
4	32%	68	15.9%	63	45.5%	66
5	22%	63	17.8%	73	13.1%	61
6	5.5%	18	22.2%	18	N/A	N/A
All	20%	212	16.1%	224	32.0%	206

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

Merrick achieved an aggregate PLI score of 106 on the English language arts exam in the 2014-15 school year.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	28	38	28	6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 38 & + & 28 & + & 6 & = & 72 \\
 & & & & 28 & + & 6 & = & 34 \\
 & & & & & & \text{PLI} & = & 106
 \end{array}$$

EVALUATION

Merrick achieved the aggregate PLI goal by 2 points.

Goal 1: Comparative Measure

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

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

METHOD

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

RESULTS

The chart below shows the results of this year's assessment of students who were enrolled in at least their second year at Merrick as compared to all tested students in the surrounding public school district, Community School District 29 on the 2015-16 state English language arts exam. Merrick's aggregate percentage of students at proficiency was 32%, while the local district's average was 38.9%.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	35.4%	79	42%	2532
4	45.5%	66	40%	2482
5	13.1%	61	34%	2352
All	32.0%	206	38.9%	7366

EVALUATION

Merrick did not meet this measure. The school's aggregate percentage of students performing at a proficient level on the 2015-16 English language arts exam was 6.9 percentage points below Community School District 29.

ADDITIONAL EVIDENCE

As shown through the chart below, Merrick had a higher percentage of students performing at a proficient level in the fourth grade than the district average for fourth grade students. Further, Merrick's third grade students closed the gap by 9.8 percentage points between the number of students performing at a proficient level at the school and the district average from the 2014-15 school year to the 2015-16 school year.

English Language Arts Performance of Charter School and Local District

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

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by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	9.5%	27%	14.2%	30.4%	35.4%	42%
4	32%	31%	15.9%	31.5%	45.5%	40%
5	22%	27%	17.8%	29.9%	13.1%	34%
6	5.5%	16%	22.2%	20.3%	N/A	N/A
All	20%	25%	16.1%	28.2%	32.0%	38.9%

Goal 1: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

The actual percentage of Merrick students performing at levels 3 and 4 on the 2014-15 state English language arts exam was 23.4, nearly 16 points below the predicted goal.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	70.4	78	28	36.4	-8.4	-0.50
4	62.0	75	21	40.6	-19.6	-1.13

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5	53.8	79	19	43.3	-24.3	-1.44
6	76.2	18	33	27.6	5.4	0.28
All	63.1	250	23.4	39.2	-15.8	-0.93

School's Overall Comparative Performance:

Lower than expected

EVALUATION

Merrick's aggregate Effect Size did not exceed the comparative measure. This is largely attributable to the low performance in the fourth and fifth grades.

ADDITIONAL EVIDENCE

The actual number students testing at a proficient level improved 3.2 points from the 2013-14 school year to the 2014-15 school year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-6	58%	236	25%	23%	0.15
2013-14	3-6	78.0%	243	20.2	22.8	-0.18
2014-15	3-6	63.1%	250	23.4	39.2	-0.93

Goal 1: Growth Measure⁴

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

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

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Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

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

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	50.4	50.0
5	37.5	50.0
6	52.4	50.0
All	44.8	50.0

EVALUATION

Overall, the school did not exceed the statewide median mean growth percentile. However, Merrick's fourth and sixth grade exceeded the statewide median mean growth percentile by .4 and 2.4 points respectively.

ADDITIONAL EVIDENCE

Although the school's overall mean growth percentile decreased from the 2013-14 school year to the 2014-15 school year, the school's fifth and sixth grade scores increased slightly.

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

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	47.5	51	50.4	50.0
5	46	37	37.5	50.0
6	52.5	52	52.4	50.0
All	48.6	44.5	44.8	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Merrick achieved one absolute goal on the English language arts portion of the state's assessment exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English	Did Not Achieve

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

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

ACTION PLAN

Curriculum

- Teachers in grades K- will utilize the Ready Gen lessons, materials and resources to complement the balanced literacy approach in ELA and GoMath for mathematics.
- Grades K-2 will use the FUNdations, F&P, and DIBELS program to support instruction in the teaching of phonics.
- Lesson plans were refined to address the Common Core Standard alignment and to ensure that students are making benchmark progress.
- Technology will be better utilized to support instruction and accommodate diverse learners by using iReady.

Instruction

- The instructional staff is inclusive of the principal, assistant principal, instructional coach, and a professional staff developer and they will support teachers in the development of instructional practices and pedagogy that will impact student achievement. Grade lead teachers will use a data tracking system to support pedagogical and teaching strategies to strengthen students' critical skills. Mock test will be used twice this year.
- Additional staff was identified and hired to support literacy in grades K-5, including an enrichment teacher.
- Students will read, comprehend and respond to authentic nonfiction texts within units of studies and engage in rigorous tasks and discussions.

Assessment

- Merrick Academy will continue to utilize DIBELS, mock test, in-house math data tracking system, the Fountas and Pinnell, iReady, and Rally's mock tests to track student's progress and respond through action planning.
- Merrick Academy will continue to use the Fountas and Pinnell Benchmark system to determine instructional and independent reading levels of students and provide intervention using a guided model.

Professional Development

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- The pre service sessions introduced teachers to revised instructional frameworks, teaching strategies, support for students at risk, special education, protocols for looking at student work, looking at data, and providing meaningful feedback that will increase student proficiency in ELA.
- Teachers in grades K-2 received training in the implementation of the FUNdations programs

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

The school's mathematics curriculum is through GoMath which includes: student-centered concept development through the use of manipulative and math games; number sense activities; problem solving experiences; standardized as well as performance-based assessments; and opportunities for students to communicate their thinking and justify their answers. The program is supplemented with interesting reading materials pertaining to mathematics.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 5 grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	101			2		103
4	79			1		80
5	69					69
All	249			3		252

⁶ 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 following table presents the 2015-16 mathematics test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Merrick. Overall, 33.3% of the students who took the 2015-16 state mathematics exam performed at a proficient level. 34.3% of students enrolled in at least their second year performed at the school tested at a proficient level.

Performance on 2015-16 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	34%	101	36.4%	77
4	43%	79	44.4%	63
5	22%	69	21.3%	61
All	33.3%	249	34.3%	201

EVALUATION

Merrick did not meet the absolute measure for math proficiency. Overall, 34.3% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 40.7 percentage points.

ADDITIONAL EVIDENCE

Merrick showed an overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year at each grade level the school currently serves. Additionally, there was an increase in the percentage of students performing at a proficient level in the cohort of students who took the exam as third graders in the 2014-15 school year when they took the exam as sixth graders in 2015-16. Further, the percentage of fourth grade students performing at a proficient level grew an impressive 22.2 percentage points from the previous year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27%	63	26.8%	71	36.4%	77
4	46%	68	22.2%	63	44.4%	63
5	25%	63	19.2%	73	21.3%	61
6	17%	18	29.4%	17	N/A	N/A

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All	32%	212	23.2%	224	34.3%	201
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Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Merrick achieved an aggregate PLI score of 104 in mathematics in the 2014-15 school year.

Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	31	36	24	10

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 36 & + & 24 & + & 10 & = & 70 \\
 & & & & 24 & + & 10 & = & 34 \\
 & & & & & & \text{PLI} & = & 104
 \end{array}$$

EVALUATION

Merrick exceeded the AMO goal of 101 by three points.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

The chart below shows the percentage of students performing at or above level three on the 2015-16 state mathematics assessment exam enrolled in at least their second year at Merrick as compared to the average of all tested students in the surrounding public school district, Community School District 29. Overall 34.3 percent of Merrick students in at least their second year at the school performed at a proficient level, nearly one percentage point higher than the percentage of students testing at a proficient level at all of the Community School District 29 students at comparable grade levels.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	36.4%	77	35%	2569
4	44.4%	63	34%	2515
5	21.3%	61	32%	2384
All	34.3%	201	33.5%	7468

EVALUATION

Merrick met this measure. The school's aggregate percentage of students performing at a proficient level on the 2015-16 state mathematics assessment exam was above the district average by nearly one percentage point. Notably, the percentage of Merrick's fourth grade students testing at a proficient level was ten percentage points higher than the total for Community School District 29.

ADDITIONAL EVIDENCE

As shown by the table below, Merrick has outperformed the local school district in two of the past three years on the state mathematics assessment exam. Further, Merrick showed greater overall growth and greater growth at each individual grade level served in the 2015-16 school than the district when comparing the results of the previous school year.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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3	27%	32%	26.8%	32.8%	36.4%	35%
4	46%	34%	22.2%	31.6%	44.4%	34%
5	25%	33%	19.2%	33.6%	21.3%	32%
6	17%	20%	29.4%	19.9%	N/A	N/A
All	32%	30%	23.2%	29.7%	34.3%	33.5%

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Merrick performed lower than expected on its predicted level of performance on the state mathematics exam. The school's sixth grade performed at a particularly high level, exceeding its predicted level by 5.4 points.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	70.4	78	28	36.4	-8.4	-0.50
4	62.0	75	21	40.6	-19.6	-1.13
5	53.8	79	19	43.3	-24.3	-1.44
6	76.2	18	33	27.6	5.4	0.28
All	63.1	250	23.4	39.2	-15.8	-0.93

School's Overall Comparative Performance:

Lower than expected

EVALUATION

Merrick did not meet its measure of having an Effect Size that exceeded 0.3. Merrick’s effect size was slightly negative at -0.93. However, the Effect Size of Merrick’s sixth grade nearly met the goal, scoring at a 0.28.

ADDITIONAL EVIDENCE

Merrick’s effect size has decreased significantly in the past three school years. Although the percentage of students performing at levels 3 and 4 on the state mathematics exam dropped in the 2013-14 school year, the percentage of economically disadvantaged students the school serves has increased in the 2013-14 and 2014-15 school years when compared to the 2012-13 school year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-6	58%	236	31.4	26.0	0.32
2013-14	3-6	78.0	243	31.1	31.5	-0.03
2014-15	3-6	63.1	250	23.4	39.2	-0.93

Goal 2: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁰

Overall, the school did not exceed the statewide median mean growth percentile on the 2014-15 mathematics exam, but did exceed its goal at the fourth and sixth grade levels.

2014-15 Mathematics Mean Growth Percentile by Grade Level

⁹ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

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Grade	Mean Growth Percentile	
	School	Statewide Median
4	54.0	50.0
5	27.6	50.0
6	67.6	50.0
All	<u>43.3</u>	50.0

EVALUATION

Although the school did not exceed the statewide median mean growth percentile school wide, the fourth and sixth grade was above the statewide median. Impressively, the school's sixth grade was 17.6 points above the statewide median, while the school's fourth grade was four points above the statewide median.

ADDITIONAL EVIDENCE

The school's overall mean growth percentile showed a slight increase from the 2013-14 school year to the 2014-15 school year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	51.5	54	54.0	50.0
5	33.5	27	27.6	50.0
6	47	68	67.6	50.0
All	<u>44</u>	<u>43</u>	<u>43.3</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

Overall, Merrick achieved one of its absolute goals and one of its comparative goals.

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

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve
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ACTION PLAN

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

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

Additionally, there will be rigorous instruction in mathematics, including manipulatives for hands-on experiences for students and math games at each grade level, K-5. This will continue to be implemented across the curriculum using Accountable talk, writing in mathematics, technology, researched based instructional strategies and fine arts. The goal will be set using a rubric, which incorporates the state level standards and Common Core Standards for proficiency. Further, teachers and administration will continue to plan strategically through monthly planning meetings, weekly grade team meetings, and weekly Student Support Committee meetings. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action.

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

Curriculum

- Teachers in grades K-5 will utilize the GoMath lessons, materials and resources.
- Lesson plans were refined to address the Common Core Standard alignment and to ensure that students are making benchmark progress.
- Technology will be better utilized to support instruction and accommodate diverse learners.

Instruction

- The academic leadership team will continue to support teachers in the development of instructional practices and pedagogy that will impact student achievement. The 10 Day Professional Summer Workshops will also provide teachers with pedagogical and teaching strategies to strengthen students’ critical skills. Further, Every month will receive 40 hours of professional development and once a week participation in the Professional Learning Community activities.

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Assessment

- Merrick Academy will utilize the Go Math Program resources to track students' progress and respond through action planning.
- The school will also utilize an in-house data tracking system to develop small groups and individual support for student who have not met the standards.
-

Professional Development

- The pre service sessions introduced teachers to revised instructional frameworks and workshops on strategies that will increase student proficiency in MATH.

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 standard-based curriculum based on the Common Core Standards to teach science. 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 K–5 are administered a unit test upon completion of the Earth, Physical, and Life Science units. Students in grade 4 complete the New York State Science Assessment.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In the 2014-15 school year, 98.4% of students at Merrick in at last their second year achieved a proficient score on the state science assessment exam.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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

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4	98.4	61	N/A	N/A
All	98.4	61	N/A	N/A

EVALUATION

Merrick met this measure and exceeded the threshold for achieving this goal by 22.6 percentage points.

ADDITIONAL EVIDENCE

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

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	91%	71	87.3%	63	98.4	61
All	91%	71	87.3%	63	98.4	61

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

Because the district results for the 2015-16 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	98.4	61	N/A	N/A
All	98.4	61	N/A	N/A

EVALUATION

Because the district results for the 2015-16 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

ADDITIONAL EVIDENCE

Because the district results for the 2015-16 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	91%	N/A	87.3%	N/A	98.4	N/A
All	91%	N/A	87.3%	N/A	98.4	N/A

SUMMARY OF THE SCIENCE GOAL

Merrick achieved its absolute science goal in the 2015-16 school year and its comparative goal could not be measured because the district's science scores had not been released at the time of this report was prepared.

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

ACTION PLAN

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

Merrick has a STEAM program inclusive of Visual Arts. Science will continue to be taught using the scientific method. This will include science instruction being inquiry based and experimental, allowing students to research topics using the New York State standards as goals.

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

Additionally, there will be rigorous inquiry based instruction in science, with continued weekly utilization of the science lab by students in grades 3-5. The goal will be set using a rubric, which incorporates the state level standards and Common Core Standards for proficiency. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action. As a final point, parent workshops to provide strategies for incorporating science into everyday life will be incorporated into the school's parent calendar.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

Merrick Academy is in good standing for the 2015-16 school year.

EVALUATION

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

ADDITIONAL EVIDENCE

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

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

APPENDIX C: SUMMARY TABLES

Choose an item.