

**Merrick Academy-Queens Public
Charter School**

**2022-23 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Adrian Manuel, Executive Director prepared this 2022-23 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Gerald Karikari	Trustee/Member	HR, Academic, Finance, and Operations
James Ding	Treasurer	HR, Academic, Finance, and Operations
Cameil Dalgetty-Jarvis	Chair	HR, Academic, Finance, and Operations
Tatum Boothe	Secretary	HR and Academic
Nicole C. Blair-Barzey	Trustee	HR and Academic
Paula James	Trustee	Finance and Operations

Adrian Manuel has served as the Executive Director since 2021.

SCHOOL OVERVIEW

The State University of New York Board of Trustees authorized the establishment of the Merrick Academy – Queens Public Charter School (Merrick Academy) in June 2000. Located within Community School District 29 in Queens Village, New York City, Merrick Academy welcomed its inaugural class of 121 students in grades K – 2 in September of that year. The academy has since grown to serve a diverse community of 582 students in kindergarten through fifth grade during the 2022-23 academic year.

Merrick Academy embraces a collaborative mission to unite the strength of family and educational support, ensuring the success of every child. We recognize the importance of partnership with parents in shaping a child's academic and personal growth, reinforcing our dedication to shared responsibility and collective effort.

Embodied in our new motto, "Inquiry, Equity, and Excellence," Merrick Academy offers a STEAM-based educational program that engages all students in critical thinking and problem-solving through inquiry-based learning. Our environment is one of nurturing and support, advocating for the whole child with a commitment to equitable opportunities and outcomes. This dedication is bolstered by innovative teaching practices and a world-class faculty, all aligned with fostering a culture where excellence is a habit nurtured daily in each student.

As a candidate school for the International Baccalaureate Primary Years Programme, Merrick Academy is in the midst of enriching our teaching methodologies, ensuring they are inquiry-based and integrate the transdisciplinary themes of the IB framework alongside the IB learner profile traits. This dedication to a globally recognized standard of education underscores our pursuit of the three pillars of our motto.

Merrick Academy's pursuit of "Inquiry, Equity, and Excellence" shapes every aspect of our community and curriculum. From our extended day program to individualized instruction, and from our advanced academic curriculum to our STEAM-based initiatives, these principles are the cornerstones of a Merrick Academy education. They guide us as we prepare our students not just for academic achievement, but for lifelong success as equitable participants and innovative thinkers in an interconnected world.

Through the collective pursuit of our motto, we continue to raise the bar for educational excellence, ensuring that Merrick Academy students are well-prepared to navigate the complexities of their future academic and professional journeys.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	UGE	Total
2020-21	94	103	117	97	87	101	0	599
2021-22	77	88	88	103	81	75	0	512
2022-23	96	107	112	85	98	81	3	582

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

Within the literacy-rich environment of Merrick Academy, every subject area is an avenue for developing reading and writing skills. Our curriculum encourages students to engage with authentic texts for a purposeful reading experience, connecting the literature to themselves, the community, and the global landscape while fostering interdisciplinary links.

In alignment with our literacy goals, Merrick Academy has adopted the Wit and Wisdom curriculum for grades K-5, now in its second year of implementation. This comprehensive ELA program is renowned for its rich, knowledge-building content that challenges students to think critically and read deeply across a wide range of genres.

The School's English Language Arts curriculum, delivered through Wit and Wisdom, is structured on the following tenets:

- **Critical Engagement with Texts:** Students delve into complex texts, summarizing, interpreting, and critiquing, while drawing connections within and across various disciplines.
- **The Craft of Writing:** Learners engage deeply with the writer's process, from drafting to revision, and construct evidence-based arguments incorporating multiple viewpoints.
- **Oral Communication Skills:** Confidence and clarity in speech are cultivated, ensuring students can discuss a wide array of topics, underpinned by effective research and synthesis of information from diverse media.
- **Listening and Analytical Skills:** Active listening is paired with the ability to thoughtfully critique and pose questions, encouraging a culture of inquiry and reasoned debate.

- **Thematic and Genre Connections:** Wit and Wisdom’s content-centric approach helps students discern the interconnectedness of themes, genres, and central ideas, enhancing their literary acumen.
- **Formal and Informal Writing Distinctions:** Pupils develop an understanding of when to employ formal or informal tones, making judicious choices in style, expression, and vocabulary.

Embracing the Science of Reading, Wit and Wisdom integrates a balanced literacy approach with authentic, thought-provoking texts and a coherent sequence of skills development. Early learners in grades K-2 are grounded in essential skills such as handwriting, phonemic awareness, print concepts, and phonics. As students progress, they encounter a rigorous curriculum that not only builds their reading and writing capabilities but also prepares them to be discerning thinkers and communicators.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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.

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IE P	Admin error	Medically excused	Other reason	
3	77	0	8	0	0	0	0	85
4	94	0	3	0	0	0	1	98
5	78	0	3	0	0	0	0	81
All	249	0	14	0	0	0	1	264

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	73	40	55%	54	31	57.4%

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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4	97	47	48%	71	35	49.3%
5	76	30	39%	57	23	40.3%
All	246	117	48%	182	89	48.9%

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.²

2022-23 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	57.4%	54	N/A	N/A
4	49.3%	71	N/A	N/A
5	40.3%	57	N/A	N/A
All	48.9%	182	N/A	N/A

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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

² Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data [here](#).

regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.³

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 ⁴		Effect Size
		Actual	Predicted	
3	54.4%	33.7%	47.3%	-0.74
4	66.7%	46.2%	37.2%	0.51
5	58.7%	35.9%	36.9%	-0.06
All	59.2%	38.0%	41.3%	-0.18

ELA Measure 5 - 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 target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

i-READY

2022-23 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	259	115%	Yes

³ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2023.

⁴ Typically, the Institute uses schools’ mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	81	124%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁵	90% ⁶	53	118	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	203	25%	No

End of Year Performance on 2022-23 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	79	32%	59
4	28%	100	31%	78
5	14%	80	12%	66
All	24%	259	25%	203

End of Year Growth on 2022-23 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested

⁵ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁶ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

3	105%	79
4	125%	100
5	113%	80
All	114%	259

SUMMARY OF THE ELA GOAL

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved, the school was 15 percentage points below the stated goal of 75 percent proficiency amongst students attending the school for at least two years. The measurable comparative goal was also not met. The school’s effect size is below than the stated 0.3 goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school’s aggregate PI on the state’s English language arts exam will meet that year’s state MIP as set forth in the state’s ESSA accountability system.	N/A
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 school district of comparison.	Cannot be measured, the district results are not available
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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 target of 50.	N/A

EVALUATION OF ELA GOAL

Among the two defined goals for English Language Arts (ELA), Merrick Academy did not meet the overall comparative goal aimed at measuring the performance of economically disadvantaged students. Notably, the school’s fourth-grade students performed commendably, with the actual percentage achieving levels 3 and 4 on the state exam surpassing the predicted rate by nine percentage points. Additionally, the 2023 New York State (NYS) exams in ELA and Math marked the first administration to assess the NYS Next Generation Learning Standards, establishing a new baseline for future growth measurement. This year also marked Merrick’s second consecutive year of administering computer-based testing for both assessments.

The school fell short of its absolute goal, which set a target of 75% proficiency on the ELA exam for all tested students enrolled at Merrick for a minimum of two years. However, there was a notable highlight in the third grade, where an impressive 57.4% of students achieving this tenure reached proficiency—a figure nearly 10 percentage points higher than the average for third-grade students across all New York City public schools.

While outside the scope of Merrick’s quantifiable ELA goals, the school’s achievement in the iReady ELA assessments deserves recognition. During the 2022-23 school year, Merrick met three out of four iReady ELA goals, demonstrating a commitment to educational progress and the efficacy of its curriculum initiatives.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

ELA Action Plan

Merrick Academy is dedicated to reinforcing and enhancing the initiatives started in the 2021-2022 school year while introducing new strategies in the 2023-24 school year to elevate student achievement in ELA. Our academic planning is founded on core beliefs that are essential for our post-pandemic academic resurgence:

- We commit to teaching grade-level content standards and tailoring support to meet each student’s needs.
- Our programs and offerings are shaped by the most current and precise data.
- We pledge to deliver high-quality, aligned, and consistent training for teachers and leaders, supporting robust strategies for addressing unfinished learning alongside grade-level instruction.
- We recognize that the entire community must collaborate to foster student growth.
- We understand that aligning our resources and building effective, consistent systems will catalyze achievement for teachers, leaders, and students.
- We are intent on strategically approaching academics with a tiered plan that addresses learning gaps and aligns with our long-term goals.

Our theory of action, grounded in research and reflective practices, posits that if we provide rigorous, data-driven instruction at the appropriate grade level, create structures for impactful remediation and acceleration, and enhance our faculty’s content knowledge and instructional capacity, then:

- Students will build on grade-level content knowledge while receiving targeted support to bridge foundational gaps and recover from unfinished learning.

- Our staff and school community will possess the necessary tools, knowledge, and resources to actualize our instructional vision, both immediately and in the future.

Prioritized Initiatives:

1. **Rigorous, Data-Driven Instruction:**

- We will continue with curricula rooted in the Science of Reading, ensuring strong delivery of grade-level content through the effective implementation of Wit and Wisdom school-wide, and Foundations for grades K-2.
- Our Professional Development (PD) calendar will be streamlined, guaranteeing timely data distribution and robust support for teachers, alongside a structured assessment calendar.
- Data cycles will be enhanced to proactively monitor and respond, empowering teachers with a deeper understanding of student progress.

2. **Targeted Remediation and Acceleration:**

- Acceleration Blocks will feature daily, focused small-group instruction to bolster core literacy skills.
- We will reorganize ELA blocks to allow for intentional content spiraling and application within grade-level material.
- The ELA curriculum will be recalibrated to efficiently integrate strategies for both unfinished learning and current grade-level instruction.

3. **Systematic MTSS Implementation and Monitoring:**

- Weekly MTSS meetings will underscore our commitment to consistency and will communicate clear strategies for all involved parties.
- Interventions will be precisely aligned to address individual student needs, documented through an accessible archive of resources and meeting notes.
- Instructional leaders will conduct MTSS walkthroughs to monitor instructional quality and the efficacy of interventions.

4. **Enhancing Teacher and Leader Capacity:**

- Beginning in September 2023, teachers will participate in two weekly PLCs focused on content mastery and student work analysis to guide instructional next steps.
- Tiered coaching will be provided bi-weekly to support individual teacher development, complemented by a structured feedback cycle.
- Leadership PD sessions will concentrate on effective coaching, aligned observations, and impactful PD delivery.

5. **Professional Development Systems:**

- A bi-weekly PD calendar will align with our strategic goals, covering topics such as data analysis, STEAM integration, and IB program implementation.
- Teachers will have dedicated time for professional growth, informed by data to develop action plans for classroom implementation.

- Leadership tools for feedback and support will be aligned and standardized for coherence and efficiency.

Monitoring Progress and Ensuring Continuous Improvement:

To ensure the effective implementation and impact of our strategic ELA initiatives, Merrick Academy's leadership team will employ a rigorous monitoring and evaluation system. This system will be the compass guiding our continuous improvement efforts.

Strategies for Monitoring Progress:

- **Regular Progress Reviews:** School leaders will conduct monthly reviews of progress against our strategic goals, using data from assessments and classroom observations to evaluate the effectiveness of our instructional strategies and interventions.
- **Data-Driven Decision Making:** Utilizing a systematic approach to analyzing student performance data, we will identify trends, uncover areas needing attention, and adjust our strategies responsively to ensure our approach remains aligned with our objectives.
- **Feedback Loops:** Communication channels will be established to gather feedback from faculty, students, and parents. This feedback will be instrumental in refining our practices and providing a responsive educational environment.
- **Professional Learning Community (PLC) Insights:** Insights and discoveries from PLC meetings will be used to make real-time adjustments in classroom practice and professional development focuses.
- **Leadership Walkthroughs and Coaching Sessions:** Regular instructional walkthroughs and coaching sessions will serve as opportunities to observe the fidelity of implementation and to support teachers in refining their practice.
- **Clear Impact Metrics:** The success of our initiatives will be measured by clearly defined metrics such as student growth percentages, proficiency rates, and other indicators of student engagement and achievement.
- **Ongoing Professional Development:** PD sessions will be dynamically adapted to address the evolving needs of our faculty and to reinforce the areas of our ELA program that will yield the greatest impact on student learning.

By embedding these monitoring and evaluation processes into the fabric of our school's operations, Merrick Academy's leadership is committed to maintaining a pulse on the effectiveness of our ELA initiatives. We will celebrate our successes, learn from our experiences, and remain agile in our approach—making informed, data-driven adjustments to ensure our students' needs are met with precision and that our ELA program reflects the excellence we strive to achieve. This cycle of reflection, evaluation, and action is at the heart of our mission to elevate student outcomes and exemplifies our dedication to an ever-improving educational landscape.

GOAL 2: MATHEMATICS

All students enrolled in the Merrick Academy-Queens Public Charter School will become proficient in math

BACKGROUND

Merrick Academy-Queens Public Charter School is dedicated to cultivating mathematical proficiency among all students, a commitment reflected in our curriculum and our STEAM-focused educational environment.

Our mathematics curriculum is built on robust principles and enriched by the implementation of Eureka Math, a comprehensive program adopted in our second year for grades K-5. Eureka Math connects mathematical practices and content with problem-solving, critical thinking, and clear communication skills necessary for success in the 21st century.

Merrick Academy's foundational principles of mathematical education now interlace with the philosophy of Eureka Math to:

- Encourage the development and application of various strategies for solving routine and complex problems, echoing Eureka's emphasis on depth over breadth.
- Promote methods that stimulate advanced problem-solving abilities, leveraging Eureka's coherent and connected mathematical story across grades.
- Foster precision and accuracy in mathematical thinking, complemented by Eureka's focus on conceptual understanding through concrete and pictorial representations before abstraction.
- Cultivate inductive and deductive reasoning as students tackle multi-step, abstract, and real-world problems, a core aspect of the Eureka curriculum's exploration of mathematical concepts.
- Utilize multiple representations of mathematical problems, aligning with Eureka's approach to reinforcing concepts through different modalities.

As a STEAM-based school, Merrick Academy enhances these principles with a rich array of enrichment opportunities. Our students participate in STEAM-based electives, after-school programs, and summer camps, all designed to reinforce mathematical concepts. This STEAM framework provides context for real-world mathematical challenges and deepens conceptual understanding, as students apply their learning in an integrative and hands-on environment.

In addition to guided math instruction and interactive centers, our approach includes practical applications of math in STEAM activities, enriching students' experiences and solidifying the theoretical aspects of mathematics through tangible experimentation and design.

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By melding Eureka Math's structured curriculum with our schoolwide STEAM initiatives, we offer a mathematics program that not only builds strong foundational skills but also inspires innovation, creativity, and a deeper appreciation for the role of mathematics in the broader world.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	73	4	8	0	0	0	0	0	85
4	93	0	4	0	0	0	1	0	98
5	78	1	2	0	0	0	0	0	81
All	244	5	14	0	0	0	1	0	264

Performance on 2022-23 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	69	31	45%	52	24	46.2%
4	96	63	66%	70	47	67.1%
5	76	30	39%	57	21	36.8%
All	241	124	51%	179	92	51.4%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

Math Measure 3 - Comparative

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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 mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

2022-23 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	46.2%	52	N/A	N/A
4	67.1%	70	N/A	N/A
5	36.8%	57	N/A	N/A
All	51.4%	179	N/A	N/A

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	54.4%	46.8%	48.8%	-0.11
4	66.7%	48.5%	37.4%	0.56
5	58.7%	39.1%	35.6%	0.20

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Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
All	59.2%	45.1%	41.7%	0.18

Math Measure 5 - 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 target of 50.

Given the timing of the state’s release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics:

i-Ready

I-READY

2022-23 i-Ready [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	269	112%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	85	115%	Yes

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Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁷	90% ⁸	54	114%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	206	30%	No

End of Year Performance on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	22%	79	28%	61
4	31%	100	34%	79
5	31%	80	26%	66
All	28%	259	29%	206

End of Year Growth on 2022-23 i-Ready [ELA/Mathematics] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	100%	79
4	113%	100
5	122%	80
All	112%	259

⁷ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁸ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

SUMMARY OF THE MATHEMATICS GOAL

At the time of submission, only two goals can be measured, one absolute, one comparative. The absolute goal was not achieved. The school was 23.6 percentage points below its goal of 75% of students enrolled at the school for at least two years achieving proficiency on the State mathematics exam. The measurable comparative goal was met. The school's effect size is was below the stated 0.3 goal.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
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 school district of comparison.	Cannot be measured, the district results are not available
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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 target of 50.	N/A

EVALUATION OF THE MATHEMATICS GOAL

In assessing our mathematics objectives, Merrick Academy did not achieve the overall comparative goal associated with the performance of economically disadvantaged students. Nonetheless, it is commendable that our fourth-grade cohort surpassed expectations with students achieving levels 3 and 4 on the state exam, exceeding the predicted rate by over ten percentage points. Additionally, the 2023 New York State (NYS) exams in ELA and Math represented the first assessment of the NYS Next Generation Learning Standards. This assessment established a new "baseline" year that will inform the measurement of growth in subsequent years. Furthermore, this year marked the continuation of Merrick's commitment to digital literacy through our second consecutive year of administering all computer-based testing for both exams.

Although the school fell short of its ambitious absolute goal—aiming for 75% proficiency among all tested students enrolled for at least two years—the fourth-grade results were particularly notable. An impressive 67.1% of these long-enrolled students achieved proficiency,

outperforming the third-grade average for all New York City public schools by nearly 15 percentage points.

Outside the scope of the established ELA objectives, Merrick Academy also achieved significant milestones in mathematics, meeting three of its four iReady mathematics goals during the 2022-23 academic year. These successes reflect the targeted efforts and commitment to academic excellence that Merrick Academy continues to uphold in its educational endeavors.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

MATHEMATICS ACTION PLAN

Merrick Academy is actively refining its strategies and introducing high-impact initiatives for the 2023-24 school year to strengthen student achievement in mathematics. Our approach is guided by a set of fundamental beliefs that drive our academic planning:

- We adhere to the principle of providing all students with grade-level content while offering personalized support to meet their unique needs.
- Our instructional programs are shaped by up-to-date, accurate data that informs our responsive teaching methods.
- We are dedicated to delivering high-quality, consistent training and support to teachers and leaders, ensuring they are equipped to address both unfinished learning and current grade-level requirements.
- We foster a collaborative community ethos, with the understanding that student growth is a collective responsibility.
- We recognize the necessity of aligning and enhancing our existing resources, systems, and processes to propel the success of our educators and students alike.
- We are committed to strategic academic planning that tackles learning gaps and aligns with our long-term aspirations for student success.

Strategic Initiatives for Improvement:

1. High-Quality, Grade-Level Instruction:

- Continuing to implement the Eureka Math curriculum, ensuring its effective delivery and alignment with our STEAM-based educational philosophy.
- Strengthening the integration of mathematical concepts within our STEAM programs to enhance real-world applicability and deepen conceptual understanding.
- Refining our Professional Development (PD) schedule to provide timely support for teachers, including the use of data to inform instruction and the synchronization of assessment periods with instructional cycles.

2. Focused Remediation and Acceleration:

- Introducing 'Math Acceleration Blocks,' dedicated daily sessions for small-group instruction aimed at reinforcing core mathematical skills.
- Structuring classroom practices to incorporate Tier 1 strategies daily, targeting skill acceleration and ensuring consistent exposure to grade-level content.
- Revising the math curriculum's scope and sequence to incorporate strategies for addressing unfinished learning effectively.

3. Consistent Monitoring and Support for MTSS:

- Conducting regular MTSS meetings with a clear agenda and actionable strategies, enhancing communication among stakeholders.
- Aligning interventions precisely with students' identified needs, with documentation and archival for accessible referencing.
- Implementing walkthroughs by instructional leaders to oversee the quality and impact of Tier 1, 2, and 3 interventions.

4. Strengthening Educator Expertise:

- Establishing bi-weekly Content Area PLCs in mathematics, focusing on enhancing educators' content knowledge and pedagogical skills.
- Facilitating peer collaboration through the 'Looking at Student Work' PLCs, promoting the evaluation of student work to direct classroom strategies.

Progress Monitoring and Continuous Improvement:

Merrick Academy's leadership team will implement a systematic monitoring framework to evaluate the progress and effectiveness of the mathematics initiatives. This framework will include:

- **Continuous Data Analysis:** Leveraging data from assessments and regular classroom observations to measure progress against our mathematics goals.
- **Responsive Adjustments:** Utilizing real-time data to make informed adjustments, ensuring our teaching strategies remain effective and targeted.
- **Feedback Integration:** Incorporating feedback from the school community to refine and enhance our mathematics instruction.
- **PLC-driven Improvements:** Utilizing insights from PLC discussions to inform immediate instructional adjustments and long-term strategy refinements.
- **Instructional Oversight:** Frequent walkthroughs and coaching to monitor the fidelity of program implementation and to support ongoing teacher development.
- **Defined Success Metrics:** Employing clear metrics to assess the impact of our programs and initiatives, focusing on student growth and proficiency rates.

Through a cycle of rigorous monitoring, evaluation, and adaptation, Merrick Academy will ensure that our mathematics improvement efforts are not only sustained but also dynamic, responding to the needs of our students and the insights gained from our practices. Our commitment to this reflective and responsive approach is central to our goal of providing a mathematics education that equips our students with the knowledge and skills necessary for success in their academic and future endeavors.

GOAL 3: SCIENCE

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

BACKGROUND

Merrick Academy’s science curriculum is rooted in the following principles:

1. Inquiry-based
2. STEM Literacy
3. Spiraled and interdisciplinary
4. Developing curiosity through the world around us
5. Using data and evidence to make claims based on relevant learning experiences

The science curriculum provides authentic learning opportunities fueled by scholar curiosity and the scientific method. Students learn about the key scientific principles through inquiry, reading, writing, and mathematical concepts. Students make connections with what they are discovering to other subject areas. The curriculum spirals and builds upon content as the students move on to different grade levels at the school.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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 science examination.

The school did not administer the New York State Testing Program science assessment in the 2022-23 school year. The test was not administered, but will be given to fifth grade students in the 2022-23 school year.

Science Measure 2 - Comparative

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 school district of comparison.

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

2022-23 State Science Exam						
Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	N/A
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 school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

The school did not administer the New York State Testing Program science assessment in the 2022-23 school year. The test was not administered, but will be given to fifth grade students in the 2022-23 school year.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam					
Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2018-19	N/A	N/A	N/A	N/A
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A

ACTION PLAN

Merrick Academy is committed to student achievement in science, as most recently evidenced by the renewal of the school's charter in June 2020 and incorporating a STEM focus into its mission for the next five years. In the 2023-24 school year, steps towards this mission will include science infused into mathematics and humanities instruction, the incorporation of literacy and math into STEAM classes, and the creation of a STEAM Vision and Scope and Sequence backwards planned from 8th grade to incorporate the inclusion of our middle school in the upcoming years.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2020-21	Good standing
2021-22	Good standing
2022-23	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

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

