

**MERRICK ACADEMY —
QUEENS PUBLIC
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Dr. Karen Valbrun

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

Dr. Karen Valbrun, Principal, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari, Esq.	Board Chair
Greg Hanton	Board Member; Finance Committee
Marc A. Titus	Board Member
Mavis Smook	Board Member; Academic Committee
Michael Zampella	Board Member; Human Resources and Operations Committees
Monica Perry	Board Member

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 500 students as of BEDS day for the 2013-14 school year in grades K-6.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2010-11	73	76	76	77	74	68	41	491
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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in third through sixth grades in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	77	0	0	0	77
5	71	0	0	0	71
6	23	0	0	0	23
All	243	0	0	0	243

Results

The following table presents the English language arts test results for all third through sixth grade students and for those third through sixth grade students enrolled in at least their second year at Merrick. On the 2013-14 English language arts exam, 20% of all enrolled students and students enrolled in at least their second year tested at a proficient level.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	9%	72	9.5%	63
4	33%	77	32%	68
5	23%	71	22%	63
6	4%	23	5.5%	18
All	20%	243	20%	212

Evaluation

For 2013-14, Merrick did not meet the absolute measure for English Language Arts proficiency. Overall, 20% of the school’s students tested at a proficient level. 20% of students in at least their second year at the school performed at a proficient level. The school was 55 percentage points shy of reaching its stated goal of 75% proficiency on the 2013-14 English language arts assessment exam.

Additional Evidence

From the 2012-13 to 2013-14 school years, Merrick showed a slight overall decline in the percentage of students achieving proficiency on the English language arts exams. However, the percentage of fourth grade students performing at a proficient level increased an impressive 12 percentage points in that time. Further, the cohort of students who tested at proficient level on the 2012-13 English

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.

language arts exam as fourth grade students increased two percentage points when they took the exam as fourth grade students during the 2013-14 school year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53%	64	38%	61	9.5%	63
4	57%	68	20%	64	32%	68
5	68%	68	21%	67	22%	63
6	55%	40	11%	19	5.5%	18
All	59%	240	25%	211	20%	212

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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 90 on the English language arts exam in the 2013-14 school year.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
30	50	18	2	

$$\begin{array}{rcccccccc}
 \text{PI} & = & 50 & + & 18 & + & 2 & = & 70 \\
 & & & & 18 & + & 2 & = & 20 \\
 & & & & & & \text{PLI} & = & 90
 \end{array}$$

Evaluation

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

Merrick achieved the PLI goal by one point. The fourth and fifth grades tested well on the exam. However, the percentage of students performing at a proficient level in the third and sixth grades was lower than expected.

Goal 1: Comparative Measure

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

Method

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

Results

The chart below shows the results of this year’s assessment of students who were enrolled in at least their second year at Merrick as compared to all tested students in the surrounding public school district, Community School District 29 on the 2013-14 state English language arts exam. Merrick’s aggregate percentage of students at proficiency was 20%, while the local district’s average was 25%.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	9.5%	63	27%	2453
4	32%	68	31%	2426
5	22%	63	27%	2437
6	5.5%	18	16%	2227
All	20%	212	25%	9543

Evaluation

Merrick did not meet this measure. The school’s aggregate percentage of students performing at a proficient level on the 2013-14 English language arts exam was five percentage points below Community School District 29.

Additional Evidence

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

As shown through the chart below, Merrick has had a higher percentage of students performing at a proficient level on the state English language arts exam for two of the past three years than Community School District 29.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	53%	50%	38%	28%	9.5%	27%
4	57%	57%	20%	27%	32%	31%
5	68%	60%	21%	25%	22%	27%
6	55%	50%	11%	15%	5.5%	16%
All	59%	54%	25%	24%	20%	25%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

The effect size of Merrick’s predicted level of performance on the 2013-14 state English language arts exam was 0.15, .15 points below the comparative goal. However, the effect size of the school’s third grade exceeded the comparative goal by 0.51.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

2012-13 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	70.1	72	36.1	25.2	10.9	0.81
4	77.0	72	22.2	21.8	0.4	0.03
5	66.7	73	20.6	25.5	-4.9	-0.36
6	95.2	19	10.5	10.5	0.0	0.00
All	73.2	236	25.0	23.0	2.0	0.15

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

Evaluation

Merrick's aggregate Effect Size did not exceed the comparative measure. This is largely attributable to the low performance in the fifth grade. However, the school's aggregate Effect Size was positive. The school's third grade class exceeded the state's aggregate Effect Size goal by an impressive .51 percentage points.

Additional Evidence

Merrick's effect size grew substantially from the 2010-11 to the 2011-12 school year. Although the Effect Size dropped in 2012-13, it was still an improvement from the 2010-11 school year and a positive net result.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-6	48%	262	48%	53%	-.37
2011-12	3-6	53%	263	59%	53%	.39
2012-13	3-6	58%	236	25%	23%	0.15

Goal 1: Growth Measure⁵

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

School wide, Merrick fell short of the growth measure goal by 1.4 percentile points.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	47.5	50.0
5	46	50.0
6	52.5	50.0
All	48.6	50.0

Evaluation

School wide, Merrick's growth percentile was below the state median of the 50th percentile. However, the school's sixth grade students exceeded the state median of the 50th percentile by 2.5 points.

Additional Evidence

Because this is the first year of the mean growth percentile analysis, we do not have the data available to analyze against past performances in comparison to the statewide average.

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

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
4			47.5	50.0
5			46	50.0
6			52.5	50.0
All			48.6	50.0

Summary of the English Language Arts Goal

Merrick achieved one comparative goal on the 2013-14 English language arts exam. However, the school failed to achieve both of the absolute goals, one comparative goal, and the school's growth

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

⁷ Grade level results not available.

goal. Although, it should be noted that Merrick’s Effect Size was slightly higher than expected. The school did show growth in each of the goals it failed to meet when compared to the previous year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	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 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

Action Plan

Curriculum

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

Instruction

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

Assessment

- Merrick Academy will continue to utilize DIBELS and the Fountas and Pinnell Systems to track student’s progress and respond through action planning.
- The school will also utilize the Victory Interim Assessment Platform for English language arts that is aligned to the Common Core state Standards.
- Merrick Academy will continue to use the Fountas and Pinnell Benchmark system to

determine instructional and independent reading levels of students and provide intervention using a guided model.

Professional Development

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

MATHEMATICS

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

Background

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

Goal 2: Absolute Measure
 Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through sixth grade in April 2014. 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.

**2013-14 State Mathematics Exam
 Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	72	0	0	0	72
4	77	0	0	0	77
5	71	0	0	0	71

⁸ 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.

6	23	0	0	0	23
All	243	0	0	0	243

Results

The following table presents the 2013-14 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, 31% of the students who took the 2013-14 state mathematics exam performed at a proficient level. 32% of students enrolled in at least their second year performed at the school tested at a proficient level.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	26%	72	27%	63
4	46%	77	46%	68
5	26%	71	25%	63
6	13%	23	17%	18
All	31%	243	32%	212

Evaluation

Merrick did not meet the absolute measure for math proficiency. Overall, 31% 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 44 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. Additionally, the school showed an increase in the percentage of students performing at or above proficiency in the fourth grade. Further, 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 2012-13 school year when they took the exam as fourth graders in 2013-14.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59%	64	34%	61	27%	63
4	71%	68	33%	64	46%	68
5	87%	68	27%	67	25%	63

6	70%	40	21%	19	17%	18
All	72%	240	30%	211	32%	212

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.⁹

Results

Merrick achieved an aggregate PLI score of 98 in mathematics in the 2013-14 school year.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	32	38	22	8

$$\begin{array}{rccccccccc}
 \text{PI} & = & 38 & + & 22 & + & 8 & = & 68 \\
 & & & & 22 & + & 8 & = & \underline{30} \\
 & & & & & & \text{PLI} & = & 98
 \end{array}$$

Evaluation

Merrick exceeded the state’s goal of a PLI of 86 by 12 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 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

⁹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.¹⁰

Results

The chart below shows the percentage of students performing at or above level three on the 2013-14 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.

2013-14 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	27%	63	32%	2492
4	46%	68	34%	2465
5	25%	63	33%	2463
6	17%	18	20%	2251
All	32%	212	30%	9671

Evaluation

Merrick met this measure. The school's aggregate percentage of students performing at a proficient level on the 2013-14 state mathematics assessment exam exceeded the district average by two percentage points. Additionally, Merrick's fourth grade had a higher percentage of students performing at a proficient level when compared to Community School District 29.

Additional Evidence

As shown by the table below, Merrick has outperformed the local school district in each of the past three years on the state mathematics assessment exam. Further, in the 2011-12 and 2012-13 school years, each grade level had a higher percentage of students performing at a proficient level compared to Community School District 29.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	59%	50%	34%	27%	27%	32%
4	71%	57%	33%	28%	46%	34%
5	87%	60%	27%	21%	25%	33%

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

6	70%	50%	21%	18%	17%	20%
All	72%	54%	30%	24%	32%	30%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Merrick met its comparative measure on its predicted level of performance on the state mathematics exam by performing higher than expected to a small degree. The school's fourth grade class performed at a particularly high level, exceeding its effect size by .13 points.

2012-13 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	70.1	72	32.0	28.4	3.6	0.20
4	77.0	72	34.8	27.5	7.3	0.43
5	66.7	73	30.1	25.3	4.8	0.30
6	95.2	19	21.1	14.2	6.9	0.38
All	73.2	236	31.4	26.0	5.4	0.32

School's Overall Comparative Performance:

Higher than expected to a small degree

Evaluation

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Merrick met its measure by having an aggregate Effect Size that was higher than expected to a small degree. The school’s fourth grade performed exceedingly well on the 2012-13 state mathematics exam, with a percentage of students performing at a proficient level 7.3 percentage points higher than predicted.

Additional Evidence

On the 2012-13 state mathematics assessment exam, Merrick’s Effect Size was 0.32. Although this result was below the Effect Size for the 2011-12 school year, Merrick showed notable growth in both the 2011-12 and 2012-13 school years when compared to the 2010-11 Effect Size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-6	48%	266	57%	62%	-0.26
2011-12	3-6	53%	263	73%	62%	0.64
2012-13	3-6	58%	236	31.4	26.0	0.32

Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

Results

Merrick’s mean growth percentile on the 2012-13 mathematics assessment exam was 44, below the state’s growth measure goal.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	51.5	50.0
5	33.5	50.0
6	47	50.0
All	44	50.0

Evaluation

Merrick’s overall mean growth percentile was below the state median of the 50th percentile by six percentage points. Individually, on the school’s fourth grade class exceeded the statewide average mean growth percentile in the 2012-13 school year.

Additional Evidence

Because this is the first year of the mean growth percentile analysis, we do not have the data available to analyze against past performances in comparison to the statewide average.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
4			51.5	50.0
5			33.5	50.0
6			47	50.0
All			44	50.0

Summary of the Mathematics Goal

Merrick achieved both comparative measurements, and one of the absolute measurements. The only measurements Merrick did not achieve was a 75% proficiency performance by students enrolled in at least their second year at the school and a higher unadjusted median growth percentile than the statewide average.

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	Achieved

¹⁴ Grade level results not available.

	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.	
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 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Did Not Achieve

Action Plan

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

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

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

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

Curriculum

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

Instruction

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

Assessment

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

Professional Development

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

SCIENCE

Goal 3: Science

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

Background

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

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2013-14 school year, 91% of students at Merrick in at last their second year achieved a proficient score on the state science assessment exam.

**Charter School Performance on 2013-14 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	Number Tested	Percent	Number Tested
4	91%	71	N/A	N/A

Evaluation

Merrick met this measure and exceeded the threshold for achieving this goal by 16 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 16 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					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	97%	59	95%	64	91%	71
All	97%	59	95%	64	91%	71

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 2013-14 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

2013-14 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	Number Tested	Percent	Number Tested
4	91%	71	N/A	N/A

Evaluation

Because the district results for the 2013-14 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 2013-14 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed. However, over the two previous years Merrick outperformed Community School District 29 on each exam.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	97%	83%	95%	85%	91%	N/A
All	97%	83%	95%	85%	91%	N/A

Summary of the Science Goal

Merrick achieved its absolute measure for the science goal. At the time of this writing, the district science results have not been released for the 2013-14 exam. Thus, the comparative goal cannot be assessed.

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

Action Plan

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

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

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

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

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress

Goal 4: Absolute Measure

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

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet 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 2013-14 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
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing