



**MERRICK ACADEMY-QUEENS
PUBLIC CHARTER SCHOOL**

**2016-17 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

Dr. Karen Valbrun, Principal prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari	Chair, Financial, Human Resources, and Nominating Committees
Kevin Thomas	Trustee, Finance and Nominating Committees
Cameil Dalgetty-Jarvis	Trustee, Human Resources Committee
Tameka Pierre-Louis	Trustee, Operations Committee
Anna Ramroop	Secretary, Academic Committee
Christian Djiofack	Trustee, Finance Committee
Tatum Booth	Trustee, Academic Committee
Winford Cropper	Parent Representative
James Ding	Trustee, Academic Committee

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

INTRODUCTION

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

Our mission at Merrick Academy recognize that in order to be successful, our children need support from both the home and school. We know a strong partnership with parents will make a great difference in a child’s education. As partners, we at Merrick Academy share the responsibility for our children’s success and want all stakeholder to know that we will do our very best to carry out our responsibilities.

We, at Merrick Academy pursue excellence in our all-inclusive learning community of students, educators, parents and community members. We work towards the common purpose of providing an excellent educational experience for all students. Through our high degree of individualized instruction, increased time on the task of learning and innovative academic curriculum, we will ensure that all of our students are college and career ready.

Overall, Merrick Academy’s motto “in pursuit of excellence” is a constant reminder of the expectations we set for our learning community.

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
2012-13	100	71	72	77	78	68	40	499
2013-14	76	100	74	75	80	72	23	500
2014-15	73	73	97	78	75	78	21	495
2015-16	102	82	87	104	83	72	N/A	530
2016-17	79	112	83	83	112	84	1 (UGE)	554

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 *Ready Gen*, the *Scholastic Guided Reading Program*, *Balanced Literacy*, *Fountas and Pinnell systems*, monthly exams in ELA and Math, benchmark exams from GoMath and ReadyGen and *DIBELS* as resources in their balanced learning approach to instruction.

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

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th grade in April 2017. 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 (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	78	0	0	4	0	82
4	109	0	0		0	109
5	82	0	0	1	0	83
All	269	0	0	5	0	274

RESULTS

The following table presents the English language arts test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at Merrick. On the 2016-17 English language arts exam, 34.2% of all enrolled students and 36.1% of students enrolled in at least their second year tested at a proficient level.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	38.5%	78	39.3%	73
4	33.0%	109	35.6%	90
5	31.7%	82	33.3%	75
All	34.2%	269	36.1%	238

EVALUATION

In the 2016-17 school year, Merrick did not meet the absolute measure for English Language Arts proficiency. Overall, 34.2% of the school's students tested at a proficient level. 36.1% of students in at least their second year at the school performed at a proficient level. The school was 38.9 percentage points below its stated goal of 75% proficiency on the 2016-17 English language arts assessment exam.

ADDITIONAL EVIDENCE

From the 2014-15 to 2015-16 school years, the percentage of students enrolled in at least their second year at Merrick achieving proficiency on the English language arts exams has more than doubled. The percentage of students testing at a proficient level increased 30 percentage points over all. The greatest increase came at the third grade with a 25.1 percentage point increase. Each individual grade level increased significantly in the 2016-17 school year when compared with the 2014-15 school year. Additionally, the percentage of students testing at a proficient level in the 2016-17 school year increased when compared to the 2015-16 school year at both 3rd and 5th grades.

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.

Moreover, in the cohort of students who took the ELA exam as third grade students in the 2014-15 school year, the percentage of performing at a proficient level increased nearly 20 percentage points when that cohort took the ELA exam as 5th graders in the 2016-17 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					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	14.2%	70	35.4%	79	39.3%	73
4	15.9%	63	45.5%	66	35.6%	90
5	17.8%	73	13.1%	61	33.3%	75
6	22.2%	18	N/A	N/A	N/A	N/A
All	16.1%	224	32.0%	206	36.1%	238

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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 109 on the English language arts exam in the 2016-17 school year.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25	41	25	9

$$\begin{array}{rcccccccc}
 \text{PI} & = & 41 & + & 25 & + & 9 & = & 75 \\
 & & & & 25 & + & 9 & = & 34 \\
 & & & & & & \text{PLI} & = & 109
 \end{array}$$

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

EVALUATION

Merrick missed the AMO of 111 by 2 percentage points.

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 school district of comparison.

METHOD

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.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 2016-17 state English language arts exam. Merrick's aggregate percentage of students at proficiency was 36.1%, while the local district's average was 39.7%.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	39.3%	73	46.6%	2202
4	35.6%	90	38.0%	2512
5	33.3%	75	35.1%	2424
All	36.1%	238	39.7%	7138

EVALUATION

Merrick did not meet this measure. The school's aggregate percentage of students performing at a proficient level on the 2015-16 English language arts exam was 3.6 percentage points below Community School District 29.

ADDITIONAL EVIDENCE

As shown through the chart below, since the 2014-15 school year, Merrick has significantly closed the gap between the percentages of students performing at a proficient level on the ELA exam compared to the district. The overall gap closed from 12.1 percentage points in the 2014-15 school

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

year to 3.6 percentage points in the 2016-16 school year. Further, the gap at each individual grade level has also significantly narrowed over that same period of time. The most notable improvement occurred at the 3rd grade level. In the 2014-15 school year, the percentage of district students performing at a proficient level was 16.2 percentage points higher than Merrick’s 3rd grade students. However, in the 2016-17 school year, that gap was cut in half by more than half, to 7.3 percentage points.

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 Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	14.2%	30.4%	35.4%	42%	39.3%	46.6%
4	15.9%	31.5%	45.5%	40%	35.6%	38.0%
5	17.8%	29.9%	13.1%	34%	33.3%	35.1%
6	22.2%	20.3%	N/A	N/A	N/A	N/A
All	16.1%	28.2%	32.0%	38.9%	36.1%	39.7%

Goal 1: Comparative Measure

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

METHOD

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

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

RESULTS

The actual percentage of Merrick students performing at levels 3 and 4 on the 2015-16 state English language arts exam was 33.4, .3 percentage points below the predicted goal, resulting in an effect size of -0.02.

2015-16 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	65.4	102	35	39.1	-4.1	-0.28
4	72.6	80	49	34.0	15.0	0.88
5	79.5	69	14	24.2	-10.2	-0.69
All	71.6	251	33.7	33.4	0.3	-0.02

School's Overall Comparative Performance:

Lower than expected

EVALUATION

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

ADDITIONAL EVIDENCE

The actual number students testing at a proficient level improved 10.3 points from the 2014-15 school year to the 2015-16 school year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-6	78.0%	243	20.2	22.8	-0.18
2014-15	3-6	63.1%	250	23.4	39.2	-.93
2015-16	3-5	71.6%	251	33.7	33.4	-0.02

Goal 1: Growth Measure⁴

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on

⁴ 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

Schoolwide and at each individual grade level, Merrick exceeded the English language arts mean growth percentile goal.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	58.5	50.0
5	54.3	50.0
All	56.6	50.0

EVALUATION

The school exceeded its mean growth percentile at each individual grade level and schoolwide.

ADDITIONAL EVIDENCE

In the 2015-16 school, Merrick achieved its mean growth percentile on the English language arts exam for the first time in the last three school years.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	51	50.4	58.5	50.0
5	37	37.5	54.3	50.0
6	52	52.4	N/A	50.0
All	44.5	44.8	56.6	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Merrick achieved its growth goal on the English language arts portion of the state’s assessment exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
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	Did Not Achieve

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

	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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 2015-16 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. (Using 2015-16 results.)	Achieved

ACTION PLAN

Curriculum

- Teachers in grades K-5 will utilize the Ready Gen lessons, materials and resources to complement the balanced literacy approach in ELA and GoMath for mathematics.
- Grades K-2 will use the FUNdations, F&P, and DIBELS program to support instruction in the teaching of phonics.
- Lesson plans were refined to address the Common Core Standard alignment and to ensure that students are making benchmark progress.
- Technology will be better utilized to support instruction and accommodate diverse learners by using iReady.

Instruction

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

Assessment

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

Professional Development

- The pre service sessions introduced teachers to revised instructional frameworks, teaching strategies, support for students at risk, special education, protocols for looking at student work,

looking at data, and providing meaningful feedback that will increase student proficiency in ELA.

- Teachers in grades K-2 received training in the implementation of the FUNdations programs

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

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

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in April 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	1	1	81
4	109	0	0	0	0	109
5	81	0	0	0	1	82
All	269	0	0	1	2	272

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

RESULTS

The following table presents the 2016-17 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, 30.6% of the students who took the 2016-17 state mathematics exam performed at a proficient level. 31.9% of students enrolled in at least their second year performed at the school tested at a proficient level.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	27.9%	79	28.4%	74
4	24.8%	109	27.5%	91
5	40.8%	81	41.1%	73
All	30.6%	269	31.9%	238

EVALUATION

Merrick did not meet the absolute measure for math proficiency. Overall, 31.9% 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 43.1 percentage points.

ADDITIONAL EVIDENCE

Merrick showed a slight overall decline in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year at the 3rd and 4th grade. However, the percentage of 5th grade students testing at a proficient level and enrolled at Merrick for two or more years nearly doubled in the 2016-17 school year compared to the 2015-16 school year. Additionally, the percentage of students testing at a proficient level on the mathematics exam increased by 14.3 percentage points in the cohort of students who took the exam as 3rd grade students in the 2014-15 school year compared to when they took the exam as 5th grade students in the 2016-17 school year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	26.8%	71	36.4%	77	28.4%	74
4	22.2%	63	44.4%	63	27.5%	91
5	19.2%	73	21.3%	61	41.1%	73

6	29.4%	17	N/A	N/A	N/A	N/A
All	23.2%	224	34.3%	201	31.9%	238

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

Merrick achieved an aggregate PLI score of 94 in mathematics in the 2016-17 school year.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36	34	23	7
	PI	=	34	+
			23	+
			7	=
			7	=
			PLI	=
				64
				30
				94

EVALUATION

Merrick did not meet the AMO goal of 109 by three points. The school fell short of this goal by 15 percentage 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 school district of comparison.

METHOD

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

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

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.⁸

RESULTS

The chart below shows the percentage of students performing at or above level three on the 2016-17 state mathematics assessment exam enrolled in at least their second year at Merrick as compared to the average of all tested students in the surrounding public school district, Community School District 29. Overall 31.9% percent of Merrick students in at least their second year at the school performed at a proficient level, less than two percentage points below the percentage of students testing at a proficient level at comparable grade levels for all of Community School District 29's students.

2016-17 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	28.4%	74	39.9%	79
4	27.5%	91	30.2%	109
5	41.1%	73	31.9%	81
All	31.9%	238	33.7%	269

EVALUATION

Merrick did not meet this measure. The school's aggregate percentage of students performing at a proficient level on the 2016-17 state mathematics assessment exam was below the district average by less than two percentage points. However, the percentage of Merrick's fifth grade students testing at a proficient level was nearly ten percentage points higher than the total for Community School District 29.

ADDITIONAL EVIDENCE

As shown by the table below, Merrick has outperformed the local school district in one of the past three years on the state mathematics assessment exam. In the two years that Merrick did not have a higher percentage of students testing at a proficient level, the 2014-15 and 2016-17 school years, the gap between the school and the district narrowed. In the 2014-15 school year, the gap was 6.5 percentage points, with the largest individual grade difference occurring in the 5th grade, where the district outperformed Merrick by 14.4 percentage points. In the 2016-17 school year, the overall gap between the school and the district narrowed to less than two percentage points, with the largest individual grade difference occurring at the 3rd grade level, where the district outperformed Merrick by 11.5 percentage points. However, it should be noted that the percentage of Merrick's 5th grade students testing at a proficient level more than doubled from the 2014-15 school year to the 2016-17 school year.

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

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	26.8%	32.8%	36.4%	35%	28.4%	39.9%
4	22.2%	31.6%	44.4%	34%	27.5%	30.2%
5	19.2%	33.6%	21.3%	32%	41.1%	31.9%
6	29.4%	19.9%	N/A	N/A	N/A	N/A
All	23.2%	29.7%	34.3%	33.5%	31.9%	33.7%

Goal 2: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

Merrick performed lower than expected on its predicated level of performance on the state mathematics exam. However, the school's fourth grade performed at a particularly high level, exceeding its predicted level by 5.5 points.

2015-16 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	65.4	101	34	41.5	-7.5	-0.44
4	72.6	79	43	37.5	5.5	0.29
5	79.5	69	22	28.7	-6.7	-0.38
All	71.6	249	33.5	36.7	-3.1	-0.19

School's Overall Comparative Performance:*Lower than expected***EVALUATION**

Merrick did not meet its measure of having an Effect Size that exceeded 0.3. Merrick's effect size was slightly negative at -0.19. However, the Effect Size of Merrick's fourth grade nearly met the goal, scoring an effective size of 0.29.

ADDITIONAL EVIDENCE

Merrick's effect size has decreased significantly in the past three school years. Although the percentage of students performing at levels 3 and 4 on the state mathematics exam increased in the 2015-16 school year, the percentage of economically disadvantaged students the school serves has also increased compared to the previous two school years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-6	78.0	243	31.1	31.5	-0.03
2014-15	3-6	63.1	250	23.4	39.2	-0.93
2015-16	3-5	71.6%	249	33.5	36.7	-0.19

Goal 2: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

Overall, the school did not exceed the statewide median mean growth percentile on the 2015-16 mathematics exam, but did exceed its goal at the fifth grade.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	62.3	50.0
5	47.3	50.0
All	<u>55.2</u>	50.0

EVALUATION

Although the school exceeded the statewide median mean growth percentile school wide, the fifth grade was below the statewide median. Impressively, the school’s fourth grade was 12.3 points above the statewide median.

ADDITIONAL EVIDENCE

The school’s overall mean growth percentile has increased in each of the last three school years. In the most recent school year, Merrick exceeded its mean growth percentile goal for the first time in the last three school years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4	54	54.0	62.3	50.0
5	27	27.6	47.3	50.0
6	68	67.6	N/A	50.0
All	<u>43</u>	<u>43.3</u>	<u>55.2</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

Merrick partially met its growth goal, but did not meet its absolute or comparative goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve

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

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.	Did Not Achieve
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 2015-16 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Partially Achieved

ACTION PLAN

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

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

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

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

Curriculum

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

Instruction

- The academic leadership team will continue to support teachers in the development of

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

- Teachers will receive technology support from the technology administrator/staff developer.
- An instructional coach was hired for both ELA and Math to provide ongoing professional development and modeling.

Assessment

- Merrick Academy will utilize the Go Math Program resources to track students' progress and respond through action planning.
- The school will also utilize an in-house data tracking system to develop small groups and individual support for student who have not met the standards.
- Merrick Academy utilizes iReady diagnostic testing in both ELA and Math to assist in developing small groups and provide baselines for instructional needs.
- Teacher will give monthly assessments in both ELA and Math to assess student growth and need.
- Teachers will use DIBELS and Fountas & Pinnell to assess student literacy skills.

Professional Development

- The pre service sessions introduced teachers to revised instructional frameworks and workshops on strategies that will increase student proficiency in MATH.
- Teachers at Merrick Academy attending the following PD's throughout the 2016-2017 school year:
 - Socratic Seminars
 - Philosophical Chairs
 - Danielson Artifacts
 - Guiding Young Writers into Strong Authors
 - NYS Math Proctoring
 - Classroom Management
 - Effective Communication to Parents
 - Guided Math Strategies
 - SMART Tools and Lessons
 - ELA Data Tracking
 - Math Small Group Instruction
 - Small Group Instruction
 - I-Ready Data Analysis
 - Lesson Planning
 - SMART Objectives
 - PBIS
 - Skedula
 - Technology in Writing
 - TLAC Techniques
 - Student Led Conferences
 - Prezi

- Speakaboos
- Accountable Independent Reading
- Discipline
- Fountas and Pinell
- Special Education
- Parent Intro Letter
- Operations
- Curriculum Overview
- Prep Times
- Bulletin Boards
- Stretch Text
- Jigsaw
- Google Apps
- ICT Model
- Constructive Response
- Journal Writing
- Child Abuse Prevention
- Co-Teaching
- Computer-Based Testing
- Creating & Maintaining Inclusion & Teaching for All
- Mckinney Vento Training
- NYSAA Initial Training
- Pre-K RFP
- Related Services
- School Survey
- Success
- Teach Like a Champion 2.0
- Trauma Sensitivity/School Success
- Vocabulary Strategies

SCIENCE

Goal 3: Science

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

BACKGROUND

Merrick Academy utilizes a standard-based curriculum based on the Common Core Standards to teach science. Science instruction is conducted three times a week in ninety-minute blocks. Inquiry-based instruction is done using the scientific method. Students in grades K–5 are administered a unit test

upon completion of the Earth, Physical, and Life Science units. Students in grade 4 complete the New York State Science Assessment.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In the 2016-17 school year, 96.4% of students at Merrick in at last their second year achieved a proficient score on the state science assessment exam.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96.4%	84	N/A	N/A
All	96.4%	84	N/A	N/A

EVALUATION

Merrick met this measure and exceeded the threshold for achieving this goal by 21.4 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 22 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					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	87.3%	63	98.4	61	96.4%	84
All	87.3%	63	98.4	61	96.4%	84

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 school district of comparison.

METHOD

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.

RESULTS

Because the district results for the 2016-17 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

2016-17 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96.4%	84	N/A	N/A
All	96.4%	84	N/A	N/A

EVALUATION

Because the district results for the 2016-17 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 2016-17 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	87.3%	N/A	98.4	N/A	96.4%	84
All	87.3%	N/A	98.4	N/A	96.4%	84

SUMMARY OF THE SCIENCE GOAL

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

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

ACTION PLAN

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

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

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

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

NCLB

Goal 4: NCLB

The school will make Adequately Yearly Progress.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

Merrick Academy is in good standing for the 2016-17 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
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

