

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

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

**Merrick Academy-Queens
Public Charter School**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Carolyn Thomas, Acting Principal

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

Carolyn Thomas, Acting Principal, prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari, Esq	Chair
Traci Powell	Trustee, HR Committee Chair
Meredith Beckford-Smart	Trustee
Yves Mompoint	Trustee
Shante Spivey	Trustee

INTRODUCTION

The Merrick Academy – Queens Public Charter School was approved by the State University of New York Board of Trustees in June of 2000. Situated in District 29 in Queens Village, New York City, the school opened in September 2000 with an enrollment of 121, which has grown to 496 students in grades K-6.

Mission Statement:

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

The focus of the Academy is on the core skills of reading, language and mathematics. The 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
2005-06	74	76	49	75	76	75	73	498
2006-07	76	78	75	52	76	83	56	496
2007-08	78	76	74	77	54	80	56	495
2008-09	78	80	81	76	78	50	56	499
2009-10	75	77	81	76	77	71	39	496

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The school's English Language Arts curriculum is conducted using the Balanced Literacy and Balanced Writing models. The program is supplemented with interesting reading materials, independent reading, author studies, graphic organizers, literacy centers, and writing periods. Reading and writing focus on the skill of the week and are driven by the Core Knowledge thematic units.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 6th grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

	Total	Not Tested*			Total
Grade	Tested	IEP	ELL	Absent	Enrolled
3	76	0	0	0	76
4	77	0	0	0	77
5	71	0	0	0	71
6	39	0	0	0	39
All (3-6)	263	0	0	0	263

* 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 State English Language Arts test results for all students and for those enrolled in at least their second year in 3rd through 6th grade. Overall, 87.6% of students enrolled in at least their second year achieved a cut off score of 650 or above.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year
*2008-09 Cut Points***

Grade	Population	Percent at Each Performance Level - <i>2008-09 Cut Points</i>					Number Tested
		Level 1	Level 2	Level 3	Level 4	Percent Scoring at or above 650	
3	All Students	0.0%	14.5%	78.9%	6.6%	85.5%	76
	Students in At Least 2 nd Year	0.0%	15.9%	76.8%	7.2%	84.1%	69
4	All Students	0.0%	13.0%	84.4%	2.6%	87.0%	77
	Students in At Least 2 nd Year	0.0%	10.3%	86.8%	2.9%	89.7%	68
5	All Students	0.0%	8.5%	88.7%	2.8%	91.5%	71
	Students in At Least 2 nd Year	0.0%	9.0%	88.1%	3.0%	91.0%	67
6	All Students	0.0%	17.9%	82.1%	0.0%	82.1%	39
	Students in At Least 2 nd Year	0.0%	15.8%	84.2%	0.0%	84.2%	38
All	All Students	0.0%	12.9%	83.7%	3.4%	87.1%	263
	Students in At Least 2 nd Year	0.0%	12.4%	83.9%	3.7%	87.6%	242

Evaluation

This year the school met and exceeded this measure in all grades. As the table above shows, in 2009-10, 87.6% of all students in at least their second year scored 650 or above as is now required, and all grades met the goal of having at least 75% of students in at least their second year scoring at or above 650 points on the State ELA Exam. We are especially proud of the 5th grade results which reflect 91% of students (in at least their 2nd year) at or above the target score.

Additional Evidence

The school did not meet this measure in the first four years of the previous charter term, but met and exceeded the measure during 2008-09. Overall, 87.9% of students in grades 3-6 enrolled in at least their second year scored at or above Level 3 in 2008-09, similar to this year’s results. That was the first year during this past charter term in which Merrick Academy achieved the goal of 75% of students at or above Level 3 in ELA.

Most noteworthy in the table below is the fact that last year’s overall success is being maintained. In both 2008-09 and 2009-10, on a school-wide basis, Merrick Academy demonstrated slightly more than 87% proficiency.

English Language Arts Performance by Grade Level and School Year

Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 <i>and a Scale Score of 650 in 2009-10</i>												
Years of <i>Former</i> Accountability Plan											Accountability Plan	
2004-05		2005-06		2006-07		2007-08		2008-2009		2009-2010		
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	State test only in grade 4		38.1%	63	56.1%	41	75.0%	64	91.2%	68	84.1%	69
4	71.2%	59	45.9%	61	43.9%	57	61.5%	39	84.3%	70	89.7%	68
5	State test only in grade 4		75.4%	57	58.9%	56	77.8%	54	87.5%	48	91.0%	67
6	State test only in grade 4		44.1%	59	61.4%	44	60.0%	45	88.7%	53	84.2%	38
All	71.2%	73	50.4%	240	54.5%	198	69.8%	202	87.9%	239	87.6%	242

Source for 2005-2006 data is school's 2006-2007 Annual Report

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.¹ The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Based on the formula detailed above, the PI for Merrick Academy Charter School for grades 3-6 is **188**.

Calculation of 2009-10 English Language Arts Performance Index (PI) - 2008-09 Cut Points

¹ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Grades	Percent of Students at Each Performance Level - <i>2008-09 Cut Points</i>				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	0.0%	11.8%	84.6%	3.5%	254

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 11.8\% & + & 84.6\% & + & 3.5\% & = & 100 \\
 & & & + & 84.6\% & + & 3.5\% & = & 88 \\
 & & & & & & \text{PI} & = & \mathbf{188}
 \end{array}$$

Evaluation

The ELA AMO for 2009-10 is 155. Merrick Academy Charter School’s PI for 3rd through 6th grade is 188, which is higher than the target by 33 points. Therefore, the school has met this measure.

Additional Evidence

Merrick Academy has consistently achieved PI’s which exceed the AMO. Most noteworthy in the table below is the upward trend of the Merrick Academy PI since 2005.

English Language Arts Performance Index (PI)--*2008-09 Cut Points for 2009-10*—and Annual Measurable Objective (AMO) by School Year

Year	Accounta bility Plan	Grades	Number Tested	Percent of Students at Each Performance Level <i>(2008-09 Cut Points for 2009-10)</i>				PI	AMO
				Level 1	Level 2	Level 3	Level 4		
2004-05	Former	4	73	8.2%	23.3%	49.3%	19.2%	160	131
2005-06	Former	3-6	293	12.3%	38.6%	46.8%	2.4%	137	122
2006-07	Former	3-6	263	7.2%	38.4%	51.0%	3.4%	147	122
2007-08	Former	3-6	266	3.0%	26.3%	65.0%	5.6%	168	133
2008-09	Former	3-6	255	0.4%	11.4%	81.2%	7.1%	188	144
2009-10*	Current	3-6	254	0.0%	11.8%	84.6%	3.5%	188	155

* For 2009-10, this chart displays the percentages using the cut points from 2008-09.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

Merrick’s students enrolled in at least their second year outperformed the comparison district’s students on the 2009-10 State ELA exam. Of Merrick’s tested students in their second year, 54.1% scored at Levels 3 and 4, compared to only 40.7% of NYC District 29’s students. The chart below reports the results of this year’s assessment of students who were enrolled in at least their second year compared to all tested students in the surrounding district:

**2009-10 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District #29 Students	
	Percent	Number Tested	Percent	Number Tested
3	65.2%	69	45.9%	2,660
4	51.5%	68	40.3%	2,653
5	53.7%	67	40.8%	2,699
6	39.5%	38	35.4%	2,544
All	54.1%	242	40.7%	10,556

Evaluation

Merrick Academy has met the measure in 2009-10 by having a higher percentage of students scoring at Levels 3 and 4 in comparison to District #29. In 2009-10, Merrick Academy had 54.1% of all students (in at least their second year) at Level 3 or 4 while the District had only 40.7% of students at Level 3 or 4. The School exceeded the District by 13.4 percentage points. Merrick Academy’s percentage also exceeded that of the District in 2009-10 for *all* grade levels.

Additional Evidence

In 2008-09 and 2009-10, on a school-wide basis, Merrick Academy students enrolled in at least their second year performed at a level that was higher than the surrounding schools within the local district. While our overall level of proficiency numbers dropped considerably between 2008-09 and 2009-10, as shown in the table below, we believe this result is attributed to the change in the cutoff score for proficiency, as the district experienced a similar drop.

English Language Performance of Charter School and Local District

by Grade Level and School Year

Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4													
Years of <i>Former</i> Accountability Plan											Years of <i>Current</i> Accountability Plan		
2004-05		2005-06		2006-07		2007-08		2008-09		2009-10			
Grade	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	
3	State test only in grade 4		38.1%	57.5%	56.1%	57.8%	75.0%	61.8%	91.2%	69.2%	65.2%	45.9%	
4	71.2%	59.4%	45.9%	59.4%	43.9%	57.9%	61.5%	61.3%	84.3%	68.8%	51.5%	40.3%	
5	State test only in grade 4		75.4%	57.4%	58.9%	61.3%	77.8%	71.6%	87.5%	75.5%	53.7%	40.8%	
6	State test only in grade 4		44.1%	46.4%	61.4%	52.0%	60.0%	53.7%	88.7%	73.3%	39.5%	35.4%	
All	71.2%	59.4%	50.4%	55.3%	54.5%	57.3%	69.8%	62.2%	87.9%	71.7%	54.1%	40.7%	

Sources:

Data sources for District #29 in 2007-2008 and 2008-2009 are NYSED's files accompanying the Commissioner's press conference in that year.

Source for all 2007-2008 data is school's 2007-2008 Annual Report

Source for all 2005-2006 data & 2006-2007 district data is school's 2006-2007 Annual Report

Source for all 2004-2005 data is school's 2004-2005 Annual Report

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

Given the timing of the state's release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available, in the next table.

Evaluation

To be determined.

Additional Evidence

In 2008-09, Merrick Academy performed higher than predicted (see chart below), compared to the predicted-performance of public schools with a similar free lunch percentage. Merrick exceeded its predicted performance by eight percentage points and had an effect size of 0.85.

The data for 2009-10 are not yet available for comparison purposes. Since the beginning of the prior charter term, the school has experienced uneven results when the effect size is examined. The effect size often dipped below the cutoff of .3. This issue will be addressed in the ELA action plan.

English Language Arts Comparative Performance by School Year

School Year	Accountability Plan	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	Former	4	45.6	73	69.9	67.8	0.16
2005-06	Former	3-6	34.3	293	49.1	66.3	-1.11
2006-07	Former	3-6	40	262	54.2%	66.5%	-1.07
2007-08	Former	3-6	39.39	266	70.7%	72.05	-0.13
2008-09	Former	3-6	36.7	261	88.1%	80.1	0.85
2009-10	Current	3-6	*			*	*

* 2009-2010 Predicted data from CSI is not available at the time of this report

Sources:

- Source for 2007-2008 data is school's Comparative Performance Analysis from CSI
- Source for 2006-2007 data is school's Comparative Performance Analysis from CSI
- Source for 2005-2006 data is school's Comparative Performance Analysis from CSI
- Source for 2004-2005 data is school's Comparative Performance Analysis from CSI

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Only grade 5 met the target for school year 2009-10. The overall school-wide target was also met.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

		Percent Performing <i>At or Above 650</i>			Target
Grade	Cohort Size	2008-09	Target*	2009-10	Achieved
4	70	91.4%	>91.4%	90.0%	No
5	71	87.3%	>87.3%	91.5%	Yes
6	38	86.8%	>86.8%	84.2%	No
All	179	88.8%	>88.8%	89.4%	Yes

* "Target" is defined as one half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.

If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Evaluation

For school year 2009-10, our measure for the 4th grade was missed by only 1.4 points. Also, the 6th grade measure was missed by only 2.6 points. Last year, all three cohorts met the target, and since two out of the three cohorts missing the target this year came very close to meeting it, we are confident that our Action Plan efforts to increase the performance levels of all students will succeed with more effort. As part of this plan, we will continue to closely monitor staff interventions for students who require additional support. Please see the action plan for additional performance improvement strategies.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Year Was Under <u>Current</u> or <u>Prior</u> Accountability Plan?	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06	<i>Former</i>	First Yr of New State Assessment		
2006-07	<i>Former</i>	4 - 6	0	3
2007-08	<i>Former</i>	4 - 6	1	3
2008-09	<i>Former</i>	4 - 6	3	3
2009-10**	<i>Current</i>	4 - 6	1	3

** For 2009-10, this chart is based on percent of students performing at or above a scale score of 650.

Summary of the English Language Arts Goal

All measures of the ELA goal were achieved except the growth measure, which was *close* to meeting the target set forth in the ELA portion of the school’s Accountability Plan.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	TBD - Data not yet available
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Partially achieved

Action Plan

Merrick will continue to implement its performance improvement plan which offers strategies in four areas: rigorous data analysis to inform instruction, differentiated instruction, professional development, and parent workshops.

The school will continue to employ intense data analysis to identify and support areas that are in need of improvement. The outcomes being targeted are academic intervention with students grouped according to skill ability, ongoing differentiated professional development and coaching of teachers in ELA. Additionally, there will be rigorous instruction in ELA in the areas of reading comprehension, vocabulary, and writing. There will be student writing and teacher-student conferencing at each grade level, K-6. This will continue to be implemented across the curriculum using accountable talk, oral presentations, technology, and fine arts. The goal will be set using a rubric which incorporates the state level standards for proficiency. Further, teachers and administrators will continue to plan strategically through monthly planning meetings, weekly grade team meetings, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings. As a final point, parent reading workshops to assist with homework, as well as a parents’ reading club, will be incorporated into the school’s parent calendar.

MATHEMATICS

Goal 2: Mathematics

All students at The Merrick Academy Charter 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 through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 200809 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

	Total	Not Tested*			Total
Grade	Tested	IEP	ELL	Absent	Enrolled
3	76	0	0	0	76
4	77	0	0	0	77
5	70	0	0	1	71
6	39	0	0	0	39
All (3-6)	262	0	0	1	263

* 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 state Mathematics test results for all Merrick students and for those students enrolled in at least their second year in 3rd through 6th grade. Overall, 96.3% of students enrolled in at least their second year achieved a cutoff score of 650 or above.

Charter School Performance on 2009-10 State Mathematics Exam - 2008-09 Cut Points - By All Students and Students Enrolled in At Least Their 2nd Year

Grade	Population	Percent at Each Performance Level - 2008-09 Cut Points					Percent Scoring at or above 650	Number Tested
		Level 1	Level 2	Level 3	Level 4			
3	All Students	0.0%	2.6%	68.4%	28.9%	97.4%	76	
	Students in At Least 2 nd Year	0.0%	2.9%	66.7%	30.4%	97.1%	69	
4	All Students	0.0%	3.9%	72.7%	23.4%	96.1%	77	
	Students in At Least 2 nd Year	0.0%	4.4%	70.6%	25.0%	95.6%	68	
5	All Students	0.0%	4.3%	68.6%	27.1%	95.7%	70	
	Students in At Least 2 nd Year	0.0%	4.5%	68.2%	27.3%	95.5%	66	
6	All Students	0.0%	2.6%	79.5%	17.9%	97.4%	39	
	Students in At Least 2 nd Year	0.0%	2.6%	78.9%	18.4%	97.4%	38	
All	All Students	0.0%	3.4%	71.4%	25.2%	96.6%	262	
	Students in At Least 2 nd Year	0.0%	3.7%	70.1%	26.1%	96.3%	241	

Evaluation

The Merrick Academy Charter School continues to exceed its mathematics goals both on a school-wide basis, and on an individual grade-level basis. Each grade level met and exceeded the 75% proficiency target.

Additional Evidence

The chart below reports the results of the NYS Mathematics Assessment for Merrick Academy students, providing evidence of how the School is maintaining a high level of performance, especially since the 2007-08 school year.

Mathematics Performance by Grade Level and School Year

Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 <i>and a Scale Score of 650 in 2009-10</i>												
Years of <i>Former</i> Accountability Plan											Accountability Plan	
Grade	2004-05		2005-06		2006-07		2007-08		2008-2009		2009-2010	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	grade 4		77.4%	62	90.0%	40	98.4%	62	98.5%	68	97.1%	69
4	69.5%	59	51.7%	60	61.4%	57	76.9%	39	95.7%	70	95.6%	68
5	grade 4		59.6%	57	53.6%	56*	74.1%	54	97.9%	48	95.5%	66
6	grade 4		27.6%	58	62.8%	43	93.3%	45	100.0%	53	97.4%	38

* Number Tested shown is 56 for Grade 5 Math Exam in 2006-2007, however 57 students were tested. School was not able to obtain a score from NYC DOE for one tested student.
Source for 2005-2006 data is school's 2006-2007 Annual Report

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2009-10 is 135². The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The school's PI of 196 is shown below.

Calculation of 2009-10 Mathematics Performance Index (PI) - 2008-09 Cut Points

Grades	Percent of Students at Each Performance Level - 2008-09 Cut Points				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	0.0%	3.6%	70.8%	25.7%	253

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 3.6\% & + & 70.8\% & + & 25.7\% & = & 100.0\% \\
 & & & & + & & 25.7\% & = & 96.4\% \\
 & & & & & & \text{PI} & = & \mathbf{196}
 \end{array}$$

Evaluation

As shown above, the School's PI of 196 not only exceeded the target AMO score of 135, but also came within 4 points of the highest possible score of 200.

Additional Evidence

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Merrick Academy’s PI continues to outperform the AMO as shown below.

**Mathematics Performance Index (PI) - 2008-09 Cut Points for 2009-10 –
& Annual Measurable Objective (AMO) by School Year**

Year	Accountability Plan	Grades	Number Tested	Percent of Students at Each Performance Level (2008-09 Cut Points for 2009-10)				PI	AMO
				Level 1	Level 2	Level 3	Level 4		
2004-05	Former	4	73	11.0%	16.4%	47.9%	24.7%	162	142
2005-06	Former	3 - 6	293	10.9%	35.5%	46.8%	6.8%	143	86
2006-07	Former	3 - 6	261	5.7%	29.5%	52.1%	12.6%	159	86
2007-08	Former	3 - 6	266	1.1%	13.5%	58.6%	26.7%	184	102
2008-09	Former	3 - 6	255	0.0%	2.0%	52.5%	45.5%	198	119
2009-10*	Current	3 - 6	253	0.0%	3.6%	70.8%	25.7%	196	135

* For 2009-10, this chart displays the percentages using the cut points from 2008-09.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

The chart below provides evidence that Merrick Academy students remain highly competent in Mathematics and exceed the performance of the local district.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District #29 Students	
	Percent	Number Tested	Percent	Number Tested
3	75.4%	69	47.1%	2,705
4	72.1%	68	48.1%	2,709
5	65.2%	66	50.3%	2,747
6	65.8%	38	41.8%	2,591
All	70.1%	241	46.9%	10,752

Evaluation

The Merrick Academy Charter School exceeded the aggregate of the district performance by 23.2%. In all grades, the performance level of Merrick Academy exceeds that of the district.

Additional Evidence

In 2008-09 and 2009-10, Merrick Academy exceeded the performance level of the district in all grades by a significant amount as shown below. While our overall proficiency numbers dropped considerably, from 97.9% to 70.1%, between 2008-09 and 2009-10, as shown in the table below, we believe this result is attributed to the change in the cutoff score for proficiency.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3											
	Years of <i>Former</i> Accountability Plan										<i>Current</i> Accountability	
	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	grade 4		77.4%	73.8%	90.0%	80.8%	98.4%	86.6%	98.5%	90.6%	75.4%	47.1%
4	69.5%	74.6%	51.7%	70.0%	61.4%	71.5%	76.9%	77.1%	95.7%	82.5%	72.1%	48.1%
5	grade 4		59.6%	59.4%	53.6%	70.0%	74.1%	76.9%	97.9%	82.4%	65.2%	50.3%
6	grade 4		27.6%	52.5%	62.8%	65.1%	93.3%	72.8%	100.0%	75.5%	65.8%	41.8%
All	69.5%	74.6%	54.5%	64.0%	65.3%	71.9%	86.5%	78.3%	97.9%	82.8%	70.1%	46.9%

Sources:

Data sources for District #29 in 2007-2008 and 2008-2009 are NYSED's files accompanying the Commissioner's press conference in that year. Source for all 2005-2006 data & 2006-2007 district data is school's 2006-2007 Annual Report

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Results

Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available, in the next table.

Evaluation

To be determined.

Additional Evidence

The table below shows that Merrick Academy’s results were uneven in the past, but are trending upward with a 2008-09 effect size of 1.16 which is above the target effect size of .3. The data for 2009-10 are not yet available.

Mathematics Comparative Performance by School Year

School Year	Accountability Plan	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	Former	4	45.6	71	74.7	84.3	-0.92
2005-06	Former	3-6	34.3	293	53.6	72.2	-1.09
2006-07	Former	3-6	40.1	262	64.9%	77.6%	-1.05
2007-08	Former	3-6	39.39	266	85.3%	84.41	0.16
2008-09	Former	3-6	36.7	261	98.1%	89.1	1.16
2009-10	Current	3-6	*			*	*

* 2009-2010 Predicted data from CSI is not available at the time of this report

Sources:

- Source for 2007-2008 data is school's Comparative Performance Analysis from CSI
- Source for 2006-2007 data is school's Comparative Performance Analysis from CSI
- Source for 2005-2006 data is school's Comparative Performance Analysis from CSI
- Source for 2004-2005 data is school's Comparative Performance Analysis from CSI

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

No grade level achieved the growth target.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing <i>At or Above</i> <i>650</i>			Target
		2008-09	Target*	2009-10	Achieved
4	70	100.0%	100.0%	95.7%	No
5	70	97.1%	>97.1%	95.7%	No
6	38	97.4%	>97.4%	97.4%	No
All	178	98.3%	>98.3%	96.1%	No

Evaluation

While the school and individual grade levels failed to make the growth target, the targets for all grades are high, and grade 6 is right on the target, although not exceeding it. Merrick will continue to work toward these high standards via the math Action Plan.

Additional Evidence

The chart below provides evidence that our cohorts have inconsistently met the established target. In the last two of years of the former Accountability Plan, two out of three cohorts met the target, and this year all our cohorts came within 4.3 percentage points of meeting their targets, providing promising evidence that a commitment to increasing our efforts in implementing our math Action Plan will yield stronger results in this measure.

Cohort Performance on Mathematics Exam

Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Year Was Under <u>Current</u> or <u>Prior</u> Accountability Plan?	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2005-06	<u>Former</u>	First Yr of New State Assessment		
2006-07	<u>Former</u>	4 - 6	0	3
2007-08	<u>Former</u>	4 - 6	2	3
2008-09	<u>Former</u>	4 - 6	2	3
2009-10**	<u>Current</u>	4 - 6	0	3

*** For 2009-10, this chart is based on percent of students performing at or above a scale score of 650.*

Summary of the Mathematics Goal

All measures of the Mathematics goal were achieved except the growth measure, which was relatively close to meeting the target set forth in the Math portion of the school’s Accountability Plan.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	TBD – Data not yet available
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Not Achieved

Action Plan

Merrick will continue to implement its performance improvement plan which offers strategies in four areas: rigorous data analysis to inform instruction, differentiated instruction, professional development, and parent workshops.

The school will continue to employ intense data analysis to identify and support areas that are in need of improvement. The outcomes being targeted are academic intervention with students grouped according to skill ability, ongoing differentiated professional development and coaching of teachers in math. 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, oral presentations, technology, and fine

arts. The goal will be set using a rubric which incorporates the state level standards for proficiency. Further, teachers and administration will continue to plan strategically through monthly planning meetings, weekly grade team meetings, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings.

SCIENCE

Goal 3: Science

All Students at The Merrick Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Background

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

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

In 2009-10, 89.7% of students at Merrick Academy Charter School (in at least their 2nd year) achieved a Level 3 or 4 on the State Science Exam.

**Charter School Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0.0%	11.7%	44.2%	44.2%	88.3%	77
	Students in At Least 2 nd Year	0.0%	10.3%	42.6%	47.1%	89.7%	68

Evaluation

The 4th grades students of Merrick proved that the Science instruction in our school is comprehensive. Of fourth grade students in at least their second year at Merrick, 89.7% scored at Levels 3 and 4 in Science. There continues to be a significant number of students scoring at Level 4 (47.1%). There were no students scoring at Level 1.

Additional Evidence

When comparing the results of 2009 and 2010, we noted a 1.7% drop in the number of students at Levels 3 & 4. However, overall achievement remains high.

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

Percent of Students Enrolled in At Least Second Year at Levels 3 and 4								
Years of <u>Former</u> Accountability Plan							Years of <u>Current</u> Accountability Plan	
2006-07			2007-08		2008-2009		2009-2010	
Grade	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	71.4%	56	82.1%	39	91.4%	70	89.7%	68

Source for all years is the Victory Schools data warehouse.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

The results of District 29’s performance on the State Science exam are not yet available; therefore, we are unable to compare the performance of our fourth graders in their second year to the district’s students.

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

Percent of Students at Levels 3 and 4				
Charter School Students In At Least 2 nd Year			All District #29 Students	
Grade	Percent	Number Tested	Percent	Number Tested
4	89.7%	68	**	**

Evaluation

To be determined.

Additional Evidence

As shown in the table below, Merrick Academy outperformed the local district in 2007-08 & 2008-09. The data for 2009-10 are not yet available.

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

	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at							
	Years of <i>Former</i> Accountability Plan						Years of <i>Current</i> Accountability Plan	
	2006-07		2007-08		2008-2009		2009-2010	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
Grade 4	71.4%	74%	82.1%	71%	91.4%	77%	89.7%	**

** District Comparison data for 2009-10 Science are not yet available at the time of this report.

Source for charter school for all years is the Victory Schools data warehouse.
 Source data for 2005-06, 2006-07 & 2007-08 Local District is District 29 School Report Cards (2005-06, 2006-07 2007-08) from nySTART
 Source data for 2004-05 Local District is 2004-2005 District 29 Annual Report

Summary

As we do not yet have the District 29 Science Assessment results for comparison, we are unable to complete this summary with relevant information. However, the absolute measure was achieved.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	TBD - District data not yet available

Action Plan

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, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings.

SOCIAL STUDIES

Goal 4: Social Studies
 All students at The Merrick Academy Charter School will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

Background

Merrick Academy utilizes a proprietary, standard-based curriculum based on the Core Knowledge Sequence to teach social studies. It was developed and is continually updated and refined by the Core Knowledge Foundation, an independent organization that leverages the research of teachers, administrators and academic scholars around the country. Social Studies instruction is conducted at least twice a week in ninety-minute blocks. Students in grades K – 6 complete projects for each unit of study and teachers receive differentiated professional development according to need. Students in grades K – 6 are administered a unit test upon completion of every unit. Students in grade 5 complete the New York State Social Studies Assessment. Additionally, in 2009-10, a weekly Character Education program was implemented to enhance the curriculum.

Goal 4: Absolute Measure
 Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

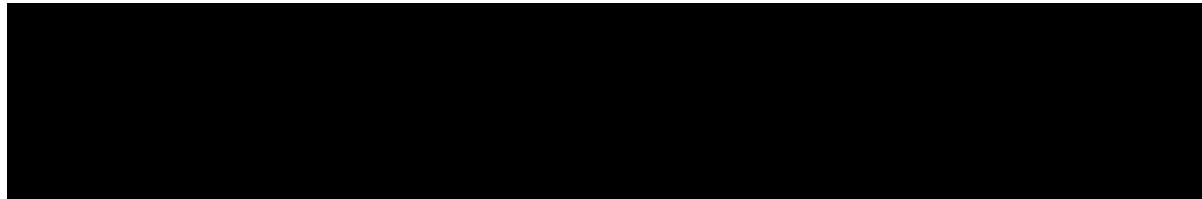
Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The chart below demonstrates proficiency of our 5th grade students in the area of social studies. Of fifth grade students in at least their second year at Merrick, 98.5% scored at Levels 3 and 4 on the State social studies exam.

**Charter School Performance on 2009-10 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**



Evaluation

The measure was met and the school exceeded the 75% goal by achieving 98.5% of students scoring at Level 3 or 4 on the State Social Studies Exam.

Additional Evidence

The table below shows that between the 2008-09 and 2009-10 school years, Merrick Academy increased its numbers of students (in at least year 2 at the school) scoring at Level 3 or 4 on the State Social Studies Exam. The percentage increased by 2.7 percentage points from 95.8% to 98.5%. The upward trend in the data continues.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4											
	Years of <i>Former</i> Accountability Plan											Accountability Plan
	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	67%	40	83%	62	72.4%	58	81.8%	55	95.8%	48	98.5%	68

Source for 2004-05, 2005-06 data is school's 2006-2007 Annual Report

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

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

Results

The results of District 29’s performance on the State Science exam are not yet available; therefore, we are unable to compare the performance of our fifth graders in their second year to the district’s students.

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

Percent of Students at Levels 3 and 4				
Charter School Students In At Least 2 nd Year			All District #29 Students	
Grade	Percent	Number Tested	Percent	Number Tested
5	98.5%	68	*	*

Evaluation

To be determined.

Additional Evidence

District comparison data for the 2009-10 Social Studies Exam are not yet available at the time of this report. However, the table below shows that for the prior years of the charter term, the school consistently outperformed the local district.

**Social Studies Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students											
	Years of <i>Former</i> Accountability Plan										<i>Current</i> Accountability	
	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	67.0%	65.0%	83.0%	71.0%	72.4%	66.0%	81.8%	77%	95.8%	78%	98.5%	*

** District Comparison data for 2009-10 Social Studies are not yet available at the time of this report.

Source for charter school for all years is the Victory Schools data warehouse.

Source data for 2005-06, 2006-07 & 2007-08 Local District is District 29 School Report Cards (2005-06, 2006-07 2007-08) from nySTART

Source data for 2004-05 Local District is 2004-2005 District 29 Annual Report

Summary

As we do not yet have the District 29 Social Studies Assessment results for comparison, we are unable to complete this summary with relevant information. However, the absolute measure was achieved.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	TBD - District data not yet available

Action Plan

To maintain high academic performance in Social Studies, Merrick Academy will continue to identify students’ interests and use this information as a basis for planning various forms of hands-on instruction for students to learn topics according to the New York State Standards. Social Studies instruction will continue to be literacy-based, incorporating technology and fine arts. In addition, as with other subjects, teachers and administration will continue to plan strategically through the engagement of the Tuning Protocol: peer review (Critical Friends Group), monthly Instructional Leadership Team meetings, weekly grade team meetings, monthly grade cluster meetings, and weekly Pupil Personnel Committee meetings.

NCLB

Goal 5: NCLB
All students at The Merrick Academy Charter School will demonstrate academic success by making adequate yearly progress as required by NCLB.

Goal 5: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Merrick Academy has been in good standing for the entire prior charter term up to the 2008-09 school year. The AYP status for 2009-10 is not yet available.

Evaluation

To be determined. Given that Merrick has been in good standing for the past four years, we expect that that our AYP status for 2009-10 will be positive.

Additional Evidence

Merrick Academy has been in good standing for the entire prior charter term up to the 2008-09 school year.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Not available