

**MERRICK ACADEMY – A QUEENS  
PUBLIC CHARTER SCHOOL**

**2011-12 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 15, 2012

By Tonya Johnson, Board Member

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

Tonya Johnson, Board Member, prepared this 2011-12 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gerald Karikari, Esq	Chair
Traci Powell	Trustee
Valerie Williams	Trustee
Greg Hanton	Trustee
Tonya Johnson	Trustee

The school is in the process of hiring a new school leader.

## 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 in grades K - 2 and concluded school year 2011-12 with an enrollment of 499 students in grades K-6.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
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
2010-11	73	76	76	77	74	68	47	491
2011-12	78	80	78	77	78	68	40	499

## 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 model. The program is supplemented with interesting reading materials, independent reading, graphic organizers, literacy centers, and writing periods. Reading and writing are driven by the Core Knowledge thematic units. For the 2010-2011 school year the school increased the student support services staff and provided differentiated professional development for teachers. The school also implemented a co-teacher model in grades K-5; with the classroom teacher being responsible for the instruction of ELA, math, writing, character education and the co-teacher responsible for the instruction of social studies and science for their assigned grade.

### Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students 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, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English language arts examination.<sup>1</sup>

## Method

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade in April 2012. 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, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

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.

### 2011-12 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	77	0	0	0	77
4	78	0	0	0	78
5	68	0	0	0	68
6	40	0	0	0	40
All	266	0	0	0	263

## Results

<sup>1</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

<sup>2</sup> 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.

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 3<sup>rd</sup> through 6<sup>th</sup> grade, using the Time Adjusted Level 3 Cut Score. Overall, 82.5% of students enrolled in at least their second year achieved or exceeded a Time Adjusted Level 3 performance level.

**Charter School Performance on 2011-12 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	71.4%	77
	Students in At Least 2 <sup>nd</sup> Year	<b>71.9%</b>	64
4	All Students	82.1%	78
	Students in At Least 2 <sup>nd</sup> Year	<b>83.1%</b>	68
5	All Students	91.2%	68
	Students in At Least 2 <sup>nd</sup> Year	<b>90.8%</b>	68
6	All Students	85.0%	40
	Students in At Least 2 <sup>nd</sup> Year	<b>85.0%</b>	40
All	All Students	81.7%	263
	Students in At Least 2 <sup>nd</sup> Year	<b>82.5%</b>	240

**Evaluation**

Overall, the school exceeded this measure by 7.5 percentage points. As the table above shows, in 2011-12 students in at least their second year in grades 4, 5, and 6 all met this goal by a wide margin. Only in grade three did students not meet this goal, and even there only fell short by 2.1 percentage points.

**Additional Evidence**

Overall the school did not meet this measure in school year 2007-08 by 5.2 percentage points. However, the school 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. In 2009-10 the overall performance declined by 8.6 percentage points; however, the school still met or exceeded the measure by 4.3%. In 2010-11, the percent of students enrolled in at least their second year further declined by 4.6% and we missed the measure by only 0.3%. In 2011-12, this small dip was reversed as the student population at least in their second year at the school and achieving a level 3 or 4 based on time adjusted cut scores rose 7.4 percentage points year over year.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12			
	2008-09	2009-10	2010-11	2011-12

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	91.2%	68	76.8%	69	68.8%	64	71.4%	64
4	84.3%	70	82.4%	68	82.4%	68	80.9%	68
5	87.5%	48	82.1%	67	74.6%	59	91.2%	68
6	88.7%	53	73.7%	38	71.7%	46	85.0%	40
All	87.9%	239	79.3%	242	74.7%	237	<b>82.1%</b>	240

### 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 2011-12 is 148. 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 following table presents the State English Language Arts test results for all students and for those enrolled in at least their second year in 3<sup>rd</sup> through 6<sup>th</sup> grade, using the Time Adjusted Level 3 Cut Score. Overall, 82.1% of students enrolled in at least their second year achieved or exceeded a Time Adjusted Level 3 performance level.

#### Calculation of 2011-12 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	6%	36%	57%	1%	263

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36 & + & 57 & + & 1 & = & 99 \\
 & & & + & 57 & + & 1 & = & 58 \\
 & & & & & & \text{PI} & = & \mathbf{157}
 \end{array}$$

### Evaluation

Merrick Academy has not met or exceeded the highest possible PI of 200 but did exceed it's Annual Measurable Outcome (AMO).

**Additional Evidence**

Merrick Academy PI exceeded the AMO in the 2010-2011 and 2011-2012 school years. The percentage of Level 4 students remained 1% but the students performing on a level 1 decreased by 2% in the 2011-2012 school year and the level 2's decreased by 8% in the 2011-2012 school years. As a result of the decrease in level 1 and level 2 percentages in the 2011-2012 school years, there was an increase in the percentage of level 3 students.

**English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09	3-6	255	1%	11%	81%	7%	187	162
2009-10	3-6	263	5%	41%	46%	7%	147	169
2010-11	3-6	262	8%	44%	47%	1%	140	122
2011-12	3-6	263	6%	36%	57%	1%	<b>157</b>	148

**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**

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

**Results**

The chart below reflects that overall students in at least their second year at the Merrick Academy outperformed the students in the local school district by 5.7 percentage points on the State ELA assessment. Of Merrick's tested students in at least their second year, 59.9% scored at level 3 and 4, whereas only 54.2% of the local school district students scored at level 3 and 4.

**2011-12 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4
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	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	53.1%	64	49.7%	2549
4	57.4%	68	57.4%	2610
5	67.6%	68	59.6%	2686
6	55.0%	40	49.7%	2476
All	<b>58.8%</b>	240	<b>54.2%</b>	10321

### Evaluation

Merrick Academy has met the measure in 2011-12 by having a higher percentage of students scoring at Levels 3 and 4 in comparison to the local school district. In 2010-11, Merrick Academy had 58.8% of all students (in at least their second year) at Level 3 or 4 while the District had only 54.2% of students at Level 3 or 4. The School exceeded the local school district by 5.7 percentage points. Merrick Academy's percentage also met or exceeded that of the District in 2011-12 at the grade level as well.

### Additional Evidence

In 2007-08 through 2011-12, 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 from 2008-09 to 2010-11, they have improved some from 2010-11 to 2011-12 as shown in the table below. We believe the earlier decline can be attributed to adjustments stemming from the change in the cutoff scores for proficiency, as the district experienced a comparable decline.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	91.2%	69.2%	65.2%	45.9%	54.7%	48.1%	53.1%	49.7%
4	84.3%	68.8%	51.5%	40.3%	50.0%	50.6%	57.4%	57.4%
5	87.5%	75.5%	53.7%	40.8%	44.1%	45.2%	67.6%	59.6%
6	88.7%	73.3%	39.5%	35.4%	47.8%	37.7%	55.0%	49.7%
All	87.9%	71.7%	54.1%	40.7%	49.4%	45.5%	<b>58.8%</b>	<b>54.2%</b>

### 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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch 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 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

## Results

In 2010-2011 the school did not achieve this measure as we performed slightly lower than expected effective size - 0.37.

### 2010-11 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	48	77	46.8	54.0	-7.2	-0.52	
4		73	52.1	54.1	-2.0	-0.14	
5		66	43.9	51.2	-7.3	-0.50	
6		46	47.8	52.0	-4.2	-0.30	
7							
8							
All			262	47.7	53.0	-5.2	-0.37

School’s Overall Comparative Performance:
Lower than expected to a small degree

## Evaluation

Overall the school did not meet the measure of this goal in 2010-2011 of performing lower than expected to a small degree. Our overall comparative performance was negative and lower than expected with an effect size of -0.37.

**Additional Evidence**

Merrick did not progress at about the same as expected in 2009-2010 school year, and performed slightly lower than expected to a small degree. Our overall comparative performance was negative and lower than expected.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2007-08	3-6	39.39%	266	70.7%	72.05%	-0.13
2008-09	3-6	36.7%	261	88.1%	80.1%	-0.85
2009-10	3-6	47.6%	263	53.6%	51.8%	0.16
2010-11	3-6	48%	262	47.7%	53.0%	-0.37

**Goal 1: Growth Measure**

On the current year’s state English language arts exam, 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. 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.

**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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

**Results**

Overall, the school-wide target was not met for this measure. The 5th grade cohort did meet this target. Both the 4th and 6th grade cohorts improved substantially – by 5.8 and 12.8 percentage points respectively – although neither met their cohort growth target. The school wide target also improved dramatically, but still missed its target.

**Cohort Growth on State English Language Arts Exam from 2010-11 to 2011-12**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	

4	69	50.7%	62.9%	56.5%	NO
5	67	52.2%	63.6%	67.2%	YES
6	39	41.0%	58.0%	53.8%	NO
All	175	49.1%	62.1%	60.0%	NO

### Evaluation

Merrick Academy missed the school-wide target by 2.1 percentage points. Similarly, the 4th and 6th grade cohorts both missed their targets. However, the 5th grade cohort exceeded their growth target by 3.6 percentage points.

### Additional Evidence

Narrative provides an analysis of year-to-year cohort performance including the previous year. A school can also present a supplemental table, which examines year-to-year change in student performance levels (e.g., movement from Level 1 to Level 2). The table shell appears on page 62 in the Appendix. In addition, a school can also present a supplemental table on a school-administered norm-referenced test. This table shell also appears on page 62 in the Appendix.

#### Cohort Performance on State English Language Arts Exam

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09	4-6	3	3
2009-10	4-6	1	3
2010-11	4-6	0	3
2011-12	4-6	1	2

### Summary of the English Language Arts Goal

The school achieved only the comparative ELA measure where the percent of all tested students enrolled in at least their second year performing at or above level 3 on the State exam was greater than that of all students in the same tested grades in the local school district. Merrick Academy outperformed the local district schools by 4.6 percentage points. The school met the Absolute measure of 75% students enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State Examination. Merrick Academy also met the comparative goal of performing at or above level 3 on the State exam and exceeded the same grades tested in its local school district. Overall, Merrick achieved two out of four measures of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be	Achieved

	greater than that of all students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did Not Achieve

**Action Plan**

Merrick will continue to implement its instructional action plan which focuses on rigorous data analysis to inform instruction, differentiated instruction and professional development, and parent workshops. Testing grades third and fourth will have support teachers throughout the day. Each teacher in a class will be responsible for either ELA/Writing/Social Studies or Math/Science/Writing. Grade five will continue to use the methods and strategies currently in place with a teacher pushing in to each class for their ELA block, this will allow teachers to teach small group instruction at all times. Sixth grade will continue to teach their subject ELA or Math with a support teacher during ELA to push in for small group instruction. All teachers regardless of subject will be held accountable for their students.

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 ELA. Additionally, we will continue to provide rigorous instruction in ELA in the areas of reading comprehension, vocabulary, and writing using the balanced literacy model. There will be increased 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 infusion, and fine arts. The goal will be set using grade rubrics which incorporate the state level standards and the Common Core Standards for proficiency. Further, teachers and administrators will continue to plan strategically through monthly planning meetings, weekly grade team meetings, and weekly Pupil Personnel Committee meetings. Also, we will implement inter-classroom visitations and teacher study groups school-wide as professional development for teachers to observe best practices in action. As a final point, parent workshops to provide reading comprehension, writing strategies, and strategies to assist with homework will be incorporated into the school’s parent calendar.

## MATHEMATICS

### Goal 1: Mathematics

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

### Background

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

### Goal 1: Absolute Measure

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

In 2009-10, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination.<sup>3</sup>

### Method

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> through 6<sup>th</sup> grade in April 2012. 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, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651

<sup>3</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

8	652
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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.

**2011-12 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	77	0	0	0	77
4	78	0	0	0	78
5	68	0	0	0	68
6	40	0	0	0	40
All	263	0	0	0	263

**Results**

The following table presents the State Mathematics test results for all students and for those enrolled in at least their second year in 3<sup>rd</sup> through 6<sup>th</sup> grade, using the Time Adjusted Level 3 Cut Score. Overall, 95.9% of students enrolled in at least their second year achieved or exceeded a Time Adjusted Level 3.

**Charter School Performance on 2011-12 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	96.1%	77
	Students in At Least 2 <sup>nd</sup> Year	<u>95.3%</u>	64
4	All Students	93.6%	78
	Students in At Least 2 <sup>nd</sup> Year	<u>92.6%</u>	68
5	All Students	98.5%	68
	Students in At Least 2 <sup>nd</sup> Year	<u>98.5%</u>	68
6	All Students	97.5%	40
	Students in At Least 2 <sup>nd</sup> Year	<u>97.5%</u>	40
All	All Students	96.2%	263
	Students in At Least 2 <sup>nd</sup> Year	<u>95.8%</u>	197

**Evaluation**

<sup>4</sup> 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.

Overall, the school exceeded this measure by 20.8 percentage points with students in grades 3-6 in at least their second year meeting or exceeding the Time Adjusted Level 3 cut score. As the table above shows, in 2011-12 students in all grades scored above the targeted threshold.

### 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. In school year 2009-10, 93.4% of our students in at least their second year scored at or above the Time Adjusted Level 3 cut score. By comparison, in school year 2010-11 we experienced a decline in the percentage of students who score at or above the Time Adjusted Level 3 cut score with 89.2% achieving this measure. In 2009-10 through 2011-12 all grades scored at or above the Time Adjusted Level 3 cut score.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	98.5%	68	97.1%	69	98.4%	64	95.3%	64
4	95.7%	70	88.2%	68	85.5%	69	92.6%	68
5	97.9%	48	92.4%	66	90.2%	61	98.5%	68
6	100%	53	97.4%	38	80.9%	47	97.5%	40
All			93.4%	241	89.2%	241	95.8%	240

### Goal 1: 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 2011-12 is 158. 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

Merrick Academy's Mathematics Performance Index (PI) value of 169 exceeds the AMO of 158 during the 2011-12 school years. Cohort 3 declined by 3.1 percent in comparison to the 2010-2011 school years, however cohorts four, five and six exceeded the 2010-2011 school years percentile.

**Calculation of 2011-12 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3 - 6	2.3%	25.1%	51.3%	21.3%	263

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25 & + & 51 & + & 21 & = & 97 \\
 & & & & + & & 21 & = & 72 \\
 & & & & & & \text{PI} & = & \mathbf{169}
 \end{array}$$

**Evaluation**

Merrick Academy has exceeded the states set AMO of 158 in mathematics. The PI value which can be as high as 200 is slightly below by 31 points; 51.3% of the students performed at a level 3 and 21.3% of the students performed at a level 4. Merrick Academy had at least 72.1% of all students perform at level 3 or 4, while the local school district only had 54.2% exceeding the school district by 17.9 percentage points. Merrick Academy's students also exceeded that of the District in 2010-11 for all grades for students in at least their second year at Merrick Academy as compared to all the students tested in the respective grades in the local school district.

**Additional Evidence**

In 2009-10 and 2010-11, Merrick Academy exceeded the performance level of the local school districts in all grades by a significant amount as shown in the table below. While our overall proficiency dropped considerably between 2009-10, and the 2010-11 school years but increased to 72.1% higher than the local school district but 2.4 percentage points below our 75% annual goal.

**Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2008-09	3 - 6	255	0%	2%	53%	46%	198	168
2009-10	3 - 6	262	2%	29%	48%	21%	167	174
2010-11	3 - 6	266	6%	37%	43%	14%	151	137
2011-12	3 - 6	263	2.3%	25.1%	51.3%	21.3%	169	158

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

**Method**

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

**Results**

The chart below reflects that overall students in at least their second year at the Merrick Academy outperformed the students in the local school district by 18.4 percentage points on the State Mathematics assessment. Of Merrick’s tested students in at least their second year, 72.1% scored at level 3 and 4, whereas only 54.2% of the local school district students scored at level 3 and 4.

**2011-12 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	59.4%	64	49.7%	2549
4	70.6%	68	57.4%	2610
5	86.8%	68	59.6%	2686
6	70.0%	40	49.7%	2476
All	<b>72.1%</b>	240	54.2%	10321

**Evaluation**

Merrick Academy has met the measure in 2011-12 by having a higher percentage of students scoring at Levels 3 and 4 in comparison to local school district. In 2010-11, Merrick Academy had 72.1% of all students (in at least their second year) at Level 3 or 4 while the District had only 54.2% of students at Level 3 or 4. The school exceeded the local school district by 17.9 percentage points. Merrick Academy’s students also exceeded that of the District in 2011-12 for all grades for students in at least their second year at Merrick Academy as compared to all the students tested in the respective grades in the local school district.

**Additional Evidence**

In 2008-09 and 2009-10, Merrick Academy exceeded the performance level of the local district schools district in all grades by a significant amount as shown below. While our overall proficiency numbers dropped considerably, from 97.9% to 72.6%, between 2008-09 and 2011-12, 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 comparable decline.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	98.5%	90.6%	75.4%	47.1%	55.2%	49.4%	59.4%	49.7%
4	95.7%	82.5%	72.1%	48.1%	69.0%	56.6%	70.6%	57.4%
5	97.9%	82.4%	65.2%	50.3%	55.9%	54.5%	86.8%	59.6%
6	100%	75.5%	65.8%	41.8%	48.9%	44.8%	70.0%	49.7%
All	97.9%	82.8%	70.1%	46.9%	58.1%	51.4%	<b>72.1%</b>	<b>54.2%</b>

**Goal 1: 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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch 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 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

**Results**

In 2009-10 Merrick Academy achieved this measure in that we performed higher than expected to a medium degree with an effect size of 0.61. In 2010-11 Merrick Academy achieved this measure in that we performed slightly lower than expected with an effect size of -0.26.

### 2010-11 Mathematics Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	48	77	50.7	57.9	-7.2	-0.45
4		74	70.2	64.7	5.5	0.36
5		68	55.9	63.9	-8.0	-0.50
6		47	48.9	59.3	-10.4	-0.60
7						
8						
<b>All</b>	<b>48</b>	<b>266</b>	<b>57.1</b>	<b>61.6</b>	<b>-4.4</b>	<b>-0.26</b>

School's Overall Comparative Performance:
Slightly lower than expected

#### Evaluation

Overall the school did not meet the measure of this goal in 2010-11 by performing slightly lower than expected to a degree -0.26 effect size.

#### Additional Evidence

The overall performance in 2010-2011 is slightly lower than expected. This is, however a decline from the 2009-10 with a performance higher than expected to a medium degree. This decline can most likely be attributed to the change for the level 3 cut score of 650 to the Time Adjusted Level 3 cut scores.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2007-08	3-6	39.4	266	85.3%	84.4%	0.16
2008-09	3-6	36.7	261	98.1%	89.1%	1.16
2009-10	3-6	47.6%	262	69.0%	59.6%	0.61
2010-11	3-6	48%	266	57.1%	61.6%	-0.26

#### Goal 1: Growth Measure

On the current year's state mathematics exam, 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. 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.

### 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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

### Results

All cohorts achieved their target in the 2011-12 school year. Overall, the school-wide target was met for this measure.

#### Cohort Growth on State Mathematics Exam from 2010-11 to 2011-12

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
4	69	53.6%	64.3%	69.6%	YES
5	67	70.1%	72.6%	86.6%	YES
6	40	60.0%	67.5%	70.0%	YES
All	176	61.4%	68.2%	76.1%	YES

### Evaluation

Merrick Academy exceeded the school-wide target by 7.9 percentage points. Similarly, all of the grade cohorts exceeded their target, with the most significant increases in performance being grade 5 by 14 percentage points. Additionally, grades 4 and 6 exceeded their targets by 5.3 and 2.5 percentage points respectively.

### Additional Evidence

The chart below provides evidence that all cohorts have inconsistently met the established target. In 2009-10 none of the three cohorts met the target quite possibly due to the change in the level 3 cut score.

#### Cohort Performance on State Mathematics Exam

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09	4-6	2	3
2009-10	4-6	0	3
2010-11	4-6	0	3
2011-12	4-6	3	3

### **Summary of the of the Mathematics Goal**

The school achieved the absolute value, one comparative mathematical value, and the growth value. 76.1% of our students score at or above the Time Adjusted Level 3 cut score on the stat assessment. Additionally, 72.1% of our students enrolled in at least their 2<sup>nd</sup> year scored at or above the Level 3 cut score, outperforming the local school district by 17.9%. We did not meet our predicted level with performing slightly lower in 2010-11 by -0.26, however the 2011-12 school year exceeded its target at or above level three in all cohorts with grade five being the highest percentile of 14 points.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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.	N/A
Comparative	Each year, the percent of all tested students 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.	Did Not Achieve
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	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. On grades 3 and 4, a co-teacher will be assigned to each class to provide small group instruction. Grade 5 will have a teacher that will support between classes during math to ensure small group instruction in mathematics.

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 manipulative for hands-on experiences for students and math games at each grade level, K-6. This will continue to be implemented across the curriculum using Accountable talk, writing in mathematics, technology, researched based instructional strategies and fine arts. The goal will be set using a rubric which incorporates the state level standards and Common Core Standards for proficiency. Further, teachers and administration

will continue to plan strategically through monthly planning meetings, weekly grade team meetings, and weekly Pupil Personnel Committee meetings. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action. As a final point, parent workshops to provide math comprehension strategies and assist with homework will be incorporated into the school's parent calendar.

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

### **Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 4<sup>th</sup> in spring 2012. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

In 2010-11 96.6% of students at Merrick Academy Charter School in at least their 2<sup>nd</sup> year achieved a level 3 or 4 on the State Science Exam.

**Charter School Performance on 2010-11 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	1.3%	1.3%	33.3%	64.1%	97.4%	78
	Students in At Least 2 <sup>nd</sup> Year	1.7%	1.7%	32.2%	64.4%	<u>96.6%</u>	59

**Evaluation**

The school achieved this measure with 96.6% of students enrolled in at least their second year scoring at or above Level 3.

**Additional Evidence**

When comparing the results of 2010-11 to 2011-12 we noted a 11.3 percentage point gain in the number of students at Levels 3 & 4.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	91.4%	70	89.7%	68	85.3%	68	96.6%	59
All	91.4%	70	89.7%	68	85.3%	68	96.6%	59

**Goal 3: Comparative Measure**

Each year, the percent of all tested students 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**

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

## Results

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.

### 2011-12 State Science 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	96.6%	59	N/A	N/A

## Evaluation

To be determined.

## Additional Evidence

Local district data 2011-12 is not yet available.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	91.4%	77%	89.7%	79.0%	85.3%	***	96.6%	***
All	91.4%	77%	89.7%	79.0%	85.3%	***	96.6%	***

## Summary of the Science Goal

Merrick Academy achieved the absolute measure with 96.6% of the students enrolled in at least their second year scoring at or above Level 3 on the state science assessment. The comparative measure is yet to be determined as we do not yet have the District 29 Science Assessment results for comparison.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students 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 enrolled in at	N/A



	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.	

**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.

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

The school will implement a data team comprised of teachers and administration to focus their efforts on improved student outcomes by developing and aligning strategies to ensure a coherent and focused approach to improving student achievement. The school will continue to employ intense data analysis to identify and support areas that are in need of improvement. The outcomes being targeted are academic intervention with students grouped according to skill ability, ongoing differentiated professional development and coaching of teachers in math. Additionally, there will be rigorous inquiry based instruction in science, with continued weekly utilization of the science lab by students in grades 3-6. The goal will be set using a rubric which incorporates the state level standards and Common Core Standards for proficiency. Also, we will implement inter-classroom visitations school wide as professional development for teachers to observe best practices in action. As a final point, parent workshops to provide strategies for incorporating science into everyday life will be incorporated into the school's parent calendar.

## NCLB

### Goal 5: NCLB

The 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 No Child Left Behind (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 through the 2011-12 school year.

### Evaluation

Given that Merrick has been in good standing for the past six years, we expect that that our AYP status for 2012-13 will be positive as well.

### Additional Evidence

Merrick Academy has been in good standing every school year through 2011-12.

**NCLB Status by Year**

Year	Status
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing