



**Merrick Academy-Queens Public
Charter School**

**2024-25 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2025

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Chantal Lewis, Interim Principal, prepared this 2025-2026 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Cameil Dalgetty-Jarvis	Chair	Executive, Academic/HR, Co-Chair of Finance and Operations
Gerald Karikari	Trustee/Member	Academic/HR, Finance and Operations
Paula James	Trustee/Member	Finance and Operations
James Ding	Trustee/Member	Academic/HR, Co-Chair of Finance and Operations
Tatum Boothe	Trustee/Member	Co-Chair Academic/HR
Linda Johnson	Secretary	Co-Chair of Academic/HR

Chantal Lewis has served as the Interim Principal since 2025.

SCHOOL OVERVIEW

The State University of New York Board of Trustees approved the Merrick Academy – Queens Public Charter School (Merrick Academy or the School) in June of 2000. Located in Community School District 29 in Queens Village, New York City, the School opened in September 2000, with an enrollment of 121 students in grades K – 2. In the 2024-25 school year, Merrick Academy had an enrollment of 732 kindergarten through sixth grade students.

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

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

Last year marked Merrick's inaugural year of serving 6th grade students. As a result, the middle school curriculum and systemic supports are in active development and refinement. With the school's planned expansion to 7th grade in the 2025–26 academic year and 8th grade in 2026–27, structures and resources will continue to evolve. Full staffing, including additional specialists, will be achieved as the school grows into a complete middle school program.

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

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

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	UG E	Total
2022-23	96	107	112	85	98	81	-	3	582
2023-24	100	98	104	110	78	104	-	2	596
2024-25	99	102	95	104	109	90	133	-	732

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Merrick Academy has a literacy rich design where reading and writing exists in every subject area. There are authentic texts and opportunities to read. All are reading with purpose and making connections to self, the community, and the world. All are making connections across content areas.

The School's ELA curriculum is rooted in the following principles:

1. Read and Write Critically- summarize, interpret, critique and make connections across all disciplines by reading and writing in response to informational, technical and fictional texts
2. Engage the Writer's Process
3. Construct logical arguments that utilizes evidence from multiple points of views
4. Speak with confidence, clarity and discernment about a wide range of topics demonstrating the use of effective research techniques with various pieces of media and a synthesis of the information
5. Listen to others and be able to break down what is said to either critique, question and/or challenges by providing logical explanation or refutation
6. Identify and convey a strong understanding of the interconnectedness between themes, genres and central ideas
7. Demonstrate knowledge of the difference between writing informally and formally by selecting appropriate styles, expressions, and vocabulary

The ELA curriculum relies on a balanced literacy approach that incorporates authentic texts, guided reading, centers, independent reading, and writing. In grades K-2, students learn handwriting, phonemic awareness, concepts about print, and phonics.

In grades 3–7, students develop listening, speaking, and writing through close reading of complex, culturally responsive texts; structured discussions and Socratic seminars; oral presentations and collaborative conversations; explicit grammar and vocabulary instruction; and frequent evidence-based writing (narrative, informative, and argumentative), with rubrics guiding peer feedback and revision.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

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

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Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Administrative error	Medically excused	Other reason	
3	92	0	0	1/8	0	0	12	104
4	100	0	0	0/4	0	0	7	107
5	73	3	0	0/6	0	0	11	87
6	126	4	0	2/1	0	0	3	133
All	391	7	0	3/19	0	0	33	431

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	92	51	55%	74	41	55%
4	100	63	63%	88	56	64%
5	73	47	64%	58	37	64%
6	126	80	64%	85	56	66%
All	391	241	62%	305	190	62%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

	Percent of Students at Each Performance Level
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¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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Number in Cohort	Level 1	Level 2	Level 3	Level 4
	13%	25%	35%	27%

$$PI = 0 * 13_{Level\ 1} + 1 * [25]_{Level\ 2} + 2 * [35]_{Level\ 3} + 2.5 * [27]_{Level\ 4} = [162.5]$$

ELA Measure 3 - Comparative

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

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

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	55%	41	56%	1484
4	64%	56	56%	1553
5	64%	37	60%	1700
6	66%	56	48%	1578
All	62%	190	55%	6315

ELA Measure 4 - Comparative

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

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

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	81.8%	439	439.6	-0.06
4	72.7%	450	442.4	0.75
5	78.6%	449	439.9	0.97
All	78.3	445.5	440.4	0.52

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	57.6	50.0
5	56.4	50.0
All	56.8	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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2024-25 i-Ready ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	438	141%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	160	164%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	144 ⁷	82	128%	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	343	31%	No

End of Year Performance on 2024-25 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students	Enrolled in at least their Second Year
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⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

⁷ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	33%	107	31%	87
4	29%	107	31%	95
5	22%	90	22%	73
6	34%	134	36%	88
All	30%	438	30%	343

End of Year Growth on 2024-25 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	118%	107
4	125%	107
5	136%	90
6	225%	134
All	141%	438

SUMMARY OF THE ELA GOAL

On the 2024-25 English language arts exam, Merrick met one of the school's absolute measures, both of the comparative measures and the school's only growth measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

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EVALUATION OF ELA GOAL

The school did not meet its first absolute goal of 75% proficiency on the ELA exam for students who have attended the school for two or more years. While the school fell 13 percentage points short of this goal, Merrick's average proficiency percentage was seven points above the district average. Further, as the chart below shows, in the 2024-25 school year, the percentage of students achieving proficiency on the ELA exam increased 18-percentage points compared to the previous school year. Impressively, the school exceeded its other absolute goal, the school's aggregate PI, by 45.2 points.

In the 2024-25 school year, Merrick met both of its comparative goals. As addressed above, Merrick's average proficiency percentage on the ELA exam was seven points above the district. At the individual grade level, Merrick had a higher percentage of students achieving proficiency compared to the district in fourth through sixth grade, with the largest difference occurring in the sixth grade, where the school outperformed the district by 18-percentage points. The other comparative goal, the school's effect size, was nearly double the goal. While the school's 3rd grade was .6 points below its stated goal, the 4th and 5th grade were 7.6 and 9.1 above the stated goal, respectively.

Finally, the school met its growth goal, with the school's mean unadjusted growth percentile 6.8 points above the stated goal.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Merrick Students Enrolled in at least their Second Year in the 2023-24 School Year			Merrick Students Enrolled in at least their Second Year in the 2024-25 School Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	83	26	31.3%	74	41	55%
4	54	31	57.4%	88	56	64%
5	77	37	48.1%	58	37	64%
6	N/A	N/A	N/A	85	56	66%
All	214	94	43.9%	305	190	62%

As the chart above shows, Merrick experienced significant growth in the percentage of students achieving proficiency on the State ELA exam compared to the previous year's results. The 3rd grade had an improvement of over 23-percentage points in one academic year, while the 4th and 5th grade experienced over a 8- and 15-percentage point increase, respectively. Additionally, the school met two of its four ELA growth targets on iReady assessments.

ELA ACTION PLAN

1. Strengthen Instructional Rigor and Differentiation
2. Expand Systems for Data-Driven Collaboration
3. Deepen Student Ownership & Engagement

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The School will be continuing set initiatives during the 2025-2026 school year to continue improvement of ELA student achievement. The core beliefs under-pinning our academic planning for the current school year include, but are not limited to:

- We teach every student grade-level content standards and we meet students where they are;
- Our programs and offerings are responsive to the most current and accurate data;
- We must intentionally plan to “teach and insist.” Teachers and leaders need high-quality, aligned, and consistent training and support in order to deliver on a robust plan for unfinished learning AND grade level learning;
- We believe that the whole community will work together to help our students grow;
- Strengthening and aligning our current resources and building more effective and consistent systems and processes that lead to teacher, leader, and student achievement; and
- We believe that accomplishing our goals requires intentionality in a way that allows us to approach academics in a tiered and purposeful plan that closes gaps and keeps us on track for long term goals.

Our theory of action, which is based on research, case studies, school visits, and interrogations, is simple: If we deliver rigorous on grade-level instruction, And we create the structures necessary to execute on impactful remediation and acceleration And we build teacher and leader content knowledge and capacity to provide effective instruction, Then,

- Students will continue to build content knowledge on grade-level standards while simultaneously receiving academic intervention support to close foundational learning gaps and make up for unfinished learning; and
- Our staff and school community will have the tools, knowledge, experiences, and resources necessary to execute our school’s instructional vision (short-term and long term).

In order to address unfinished learning among our students, we will implement the following acceleration, remediation, and enrichment strategies:

- **Deliver Strong Tier I instruction:**

1. Strong instructional delivery of grade level content through effective execution of the new curriculum.

- **Acceleration Blocks**

1. Daily small-group instruction targeted toward accelerating core foundational skills in literacy;
2. Classrooms and class structures that include daily [Tier 2 strategies](#) to address foundational skills acceleration. (Targeted smaller groups);
3. Ensure literacy blocks include time for intentional spiraling of unfinished content into grade level content and delivery;

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4. Internalize and implement Daily Execution Protocol for Humanities Block; and
5. Reorganizing ELA curriculum scope and sequence charts to ensure the efficacy and efficiency of the delivery of unfinished learning strategies as well as grade level content.

- **Strong Start (Phase I and II)**

1. “All hands on deck” approach gathering both summative and formative data for students;
2. Continue shared data trackers to efficiently and effectively house and communicate student data;
3. Community urgency and celebrations that center progress and excitement instead of “loss” or “being in deficit”; and
4. Update and beautify hallways, classrooms, and common areas to build excitement and support immersion.

- **Ongoing Implementation and monitoring of RTI**

1. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders;
2. Alignment of interventions to students’ specific gaps;
3. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions;
4. Continuing the structure of our 45-minute academic block to support small group instruction where scholars receive support based on the area of need. AIS providers will also push in during this time; and
5. Including “High dosage tutoring” for our students who are most academically at-risk. Examples include after school at least 3 times a week 4:00 pm -5:30 pm and Saturday school 9 am-12pm.

- **Data Cycles**

1. Proactively monitor and respond to data: Data Tracker
 - a. Student Individual Learner Profiles and on-going use and ownership of the plans;
 - b. Daily exit tickets and debriefs; and
 - c. Strengthening our data cycle system of reporting to ensure that teachers have a deeper and better view of their students’ growth on a dashboard and/or digital binders that teachers can easily access.
 - d. Hold biweekly data meetings between content directors and teachers to review student progress, analyze instructional strategies, and align next steps for improving learning outcomes.

- **Building Teacher and Leader Capacity and Accountability**

1. Weekly content focused Professional Learning Community (PLC) meetings for teachers that include: check-ins on pacing, understanding, peer and expert feedback, planning and practice for teachers;
2. Bi-weekly professional development in key teacher and leader actions that lead to successful implementation of curriculum while building content knowledge and high leverage teacher/classroom strategies;
3. Bi-weekly one-on-one coaching sessions that ensure that teachers get feedback and support in aligned areas of instruction;
4. Regular teacher step-backs and data days where teachers receive professional development during PLCs in key areas of growth for their students while creating action-plans; and
5. Tiered professional development that is responsive to teacher and leader needs.

Strategic Approach for Content Knowledge Building and Implementation

- **Accelerated Implementation of a researched based curriculum**

1. Effective internalization, delivery, and high-level implementation that garners student growth and achievement. Including immersion, implementation, reshaping to meet needs, etc.;
2. Continuing use of a curriculum pacing and implementation tracker that is aligned and housed alongside curriculum maps, professional development calendar, assessments. Humanities Hub; and
3. Intentionality with informational and professional development events to get student, teacher and family buy-in, support and feedback.

- **Teacher and Leader Development and Capacity Building**

1. Weekly content focused Professional Learning Community (PLC) meetings for teachers that include: check-ins on pacing, understanding, peer and expert feedback, planning and practice for teachers;
2. Bi-weekly professional development in key teacher and leader actions that lead to successful implementation of curriculum while building content knowledge and high leverage teacher/classroom strategies;
3. Bi-weekly one-on-one coaching sessions that ensure that teachers get feedback in aligned areas of instruction. Coaching / PLC Cycle AP and Coach Meeting Protocol;
4. Regular teacher step-backs and data days where teachers receive professional development in key areas of growth for their students while creating action-plans;
5. Tiered professional development that is responsive to teacher and leader needs; and

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6. Clearer alignment and coherence of the tools leaders use to provide feedback and support.

- **Strong Start**

1. “All hands on deck” approach to building routines and rituals that build Socio-emotional learning through strong academic practices; and
2. “Teach and Insist”-after diagnostics jump right into the grade level curriculum with clear plans for spiraling in cumulative review.

- **Departmentalization in the testing grades to allow teachers to focus more on content area depth and breathe**

- **Strengthening and streamlining data cycles**

Streamlining PD calendar, timely data distribution and support for teachers, assessment calendar and data meetings.

- **Strengthening community investment and knowledge of what is being taught and why.**

Develop and implement a Communication Plan that organizes and captures key communication strategies in order to improve transparency about the Teaching and Learning Cycles, communicate progress, celebrate community, and on-going feedback on the impact of the program

GOAL 2: MATHEMATICS

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

BACKGROUND

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

1. Develop a deep understanding of mathematical concepts through exploration, collaboration, and discovery.
2. Apply diverse strategies to address complex problems that require multiple approaches.
3. Utilization of inductive and deductive reasoning to solve problems encouraging scholars to be inquirers, thinkers and communicators.
4. Empowering scholars to build deep understanding and real-world connections that make numbers, patterns, and relationships meaningful.
5. Represent mathematical problems in multiple formats such as analytical, numerical and geometrical.

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At Merrick Academy Charter School, our mathematics program serves as a foundation for developing scholars who are not only fluent in computation but also thoughtful, ethical, and globally minded problem-solvers. From the earliest grades through middle school, we are committed to cultivating learners who see mathematics as a language for inquiry, a lens for understanding the world, and a tool for taking meaningful action.

Rooted in the Eureka Math² curriculum, our math instruction is both rigorous and responsive, designed to build deep conceptual understanding, procedural fluency, and intellectual curiosity.

Eureka Math² provides a research-based, vertically aligned progression that ensures students develop as mathematical thinkers across every stage of learning:

- **Grades K–2:** Focus on developing strong number sense, early fluency, pattern recognition, and place value through hands-on exploration, visual models, and playful inquiry.
- **Grades 3–5:** Emphasize operational fluency with whole numbers and fractions, mastery of multiplication and division strategies, and conceptual understanding of area, geometry, and data.
- **Grades 6–7:** Prepare students for abstract thinking through in-depth work with rational numbers, proportional reasoning, equations, expressions, statistics, and geometry—all while modeling real-world problems and making interdisciplinary connections.

Merrick’s implementation is grounded in the structure of a high-quality curriculum while empowering educators to enrich learning through collaborative discourse, inquiry cycles, and reflective practices.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/I EP	Admin error	Medically excused	Other reason	Took Regents	
3	91	10	0	1/8	0	0	3	0	104
4	98	6	0	0/5	0	0	3	0	107
5	70	11	0	0/9	0	0	6	0	87

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6	119	8	0	2/3	0	0	6	0	133
All	378	35	0	3/25	0	0	18	0	431

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	91	54	59%	73	43	59%
4	98	58	59%	87	52	60%
5	70	47	67%	56	39	70%
6	119	46	38%	80	35	43%
All	378	205	54%	296	169	57%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	[14]	[32]	[44]	[10]

$$PI = 0 * [14]_{\text{Level 1}} + 1 * [32]_{\text{Level 2}} + 2 * [88]_{\text{Level 3}} + 2.5 * [25]_{\text{Level 4}} = [145]$$

Math Measure 3 - Comparative

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

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METHOD

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

2024-25 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	73	64%	1534
4	60%	87	59%	1601
5	70%	56	55%	1733
6	43%	80	39%	1603
All	57%	296	54%	6471

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁸

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	81.8%	447.0	446.7	0.02
4	72.7%	458.0	452.2	0.40

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
5	78.6%	457.0	445.3	0.86
All	78.3%	453.5	447.6	0.43

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁹

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	70.1	50.0
5	54.9	50.0
All	60.7	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

2024-25 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	434	107%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	151	[128%]	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ¹⁰	111% ¹¹	81	92	No
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	340	29%	No

End of Year Performance on 2024-25 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	34%	106	35%	86
4	29%	107	32%	95

¹⁰ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

¹¹ Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

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5	24%	88	24%	71
6	22%	133	24%	88
All	27%	434	29%	340

End of Year Growth on 2024-25 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	108%	106
4	109%	107
5	100%	88
6	115%	133
All	107%	434

SUMMARY OF THE MATHEMATICS GOAL

In the 2024-25 school year, Merrick met one of its absolute goals, both of its comparative goals, and its growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

The school did not meet its first absolute goal of 75% proficiency on the mathematics exam for students who have attended the school for two or more year. While the school fell 18-percentage points short of this goal, Merrick's average proficiency percentage was seven points above the district average. Further, as the chart below shows, in the 2024-25 school year, the percentage of students achieving proficiency on the mathematics exam increased three-percentage points compared to the previous school year. Merrick exceeded its second absolute goal, aggregate PI on the state math exam, by 25.6 points.

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In the 2024-25 school year, Merrick met both of its comparative goals. As addressed above, Merrick's average proficiency percentage on the mathematics exam was three points above the district. At the individual grade level, Merrick had a higher percentage of students achieving proficiency compared to the district in fourth through fifth grade, with the largest difference occurring in the sixth grade, where the school outperformed the district by 15-percentage points. The other comparative goal, the school's effect size, was .13 points over the goal. While the school's 3rd grade was only .3 points below its stated goal, the 4th and 5th grade were 5.8 and 11.7 above the stated goal, respectively.

Finally, the school met its growth goal, with the school's mean unadjusted growth percentile 10.7 points above the stated goal.

ADDITIONAL CONTEXT AND EVIDENCE

Grade	Merrick Students Enrolled in at least their Second Year in the 2023-24 School Year			Merrick Students Enrolled in at least their Second Year in the 2024-25 School Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	83	38	45.8%	73	43	59%
4	55	34	61.8%	87	52	60%
5	79	49	62.0%	56	39	70%
6	N/A	N/A	N/A	80	35	43%
All	217	121	55.8%	296	169	57%

As the chart above shows, Merrick experienced growth in the percentage of students achieving proficiency on the State mathematics exam compared to the previous year's results. While the 4th grade experienced a slight reduction in the percentage of students achieving proficiency in the 2024-25 school year, compared to the 2023-24 school year, there was significant growth at the 3rd and 5th grade level. Additionally, the cohort of students who took the exam as 4th grade students in the 2023-24 school year had a 8.2 percentage point increase in proficiency when that group of students took the exam as 5th grade students in the 2025-25 school year.

MATHEMATICS ACTION PLAN

The School will be continuing and/or implementing the following initiatives during the 2025-2026 school year to improve student achievement in math: The core beliefs under-pinning our academic planning for the current school year include, but are not limited to:

- We teach every student grade-level content standards and we meet students where they are;
- Our programs and offerings are responsive to the most current and accurate data;
- We must intentionally plan to “teach and insist”. Teachers and leaders need high-quality, aligned, and consistent training and support in order to deliver on a robust plan for unfinished learning and grade level learning;
- We believe that the whole community will work together to help our students grow;

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- Strengthening and aligning our current resources and building more effective and consistent systems and processes that lead to teacher, leader, and student achievement;
- Implementation of teacher coaching directly from Great Minds curriculum to sharpen instructional practices, increase teacher effectiveness and improve student outcomes; and
- We believe that accomplishing our goals requires intentionality in a way that allows us to approach academics in a tiered and purposeful plan that closes gaps and keeps us on track for long term goals.

Our theory of action, which is based on research, case studies, school visits, and interrogations, is simple: If we deliver rigorous on grade-level instruction, create the structures necessary to execute impactful remediation and acceleration and build teacher and leader content knowledge and capacity to provide effective instruction, Then:

- Students will continue to build content knowledge on grade-level standards while simultaneously receiving academic intervention support to close foundational learning gaps and make up for unfinished learning; and
- Our staff and school community will have the tools, knowledge, experiences, and resources necessary to execute our school's instructional vision (short-term and long term).

In order to address unfinished learning among our students, we will implement the following acceleration, remediation, and enrichment strategies:

- **Deliver Strong Tier I instruction:**

1. Strong instructional delivery of grade level content through effective execution of the new curriculum.

- **Acceleration Blocks**

1. Daily small-group instruction targeted toward accelerating core foundational skills in Math;
2. Classrooms and class structures that include daily [Tier 2 strategies](#) to address foundational skills acceleration. (Targeted smaller groups);
3. Extend and reorganize math blocks to include time for intentional spiraling of unfinished content into grade level content and delivery;
4. Internalize and implement Daily Execution Protocol for Math Block; and
5. Reorganizing Math curriculum scope and sequence charts to ensure the efficacy and efficiency of the delivery of unfinished learning strategies as well as grade level content.

- **Strong Start (Phase I and II)**

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1. “All hands on deck” approach gathering both summative and formative data for students;
 2. Community urgency and celebrations that center progress and excitement instead of “loss” or “being in deficit”;
 3. Update and beautify hallways, classrooms, and common areas to build excitement and support immersion.
- **Ongoing Implementation and monitoring of [RTI](#)**
 1. Conduct weekly meetings with consistency and fidelity and communicate clear strategies and next steps for all stakeholders;
 2. Alignment of interventions to students’ specific gaps;
 3. Instructional leaders engage in RTI walkthroughs to monitor and Tier 1, 2, and 3 interventions;
 4. Restructuring of our 30-minute academic support block to small group instruction. A small group instruction block where scholars receive support based on the area of need. AIS providers will also push in during this time; and
 5. Including “high dosage tutoring” for our students who are most academically at-risk. Examples include after school at least 3 times a week 4:00 pm -5:30 pm and Saturday Academy 9:00 am-12:00 pm.
 - **Data Cycles**
 1. Proactively monitor and respond to data
 - a. Student Individual Learner Profiles and on-going use and ownership of the plans;
 - b. Daily exit tickets and debriefs; and
 - c. Strengthening our data cycle system of reporting to ensure that teachers have a deeper and better view of their students’ growth.
 - d. Hold biweekly data meetings between content directors and teachers to review student progress, analyze instructional strategies, and align next steps for improving learning outcomes.
 - **Building Teacher and Leader Capacity and Accountability**
 1. Instructional Leaders engage in RTI walk throughs to monitor Tier 1, 2, and 3 interventions.
 2. Time in weekly “Learning Lab” for check-ins on strategies and results of students in Tier 1 and Tier 2
 3. “Front loading” professional development for teachers on key instructional strategies for Tier 1 and Tier 2 during Pre-Service as they are planning for initial grade-level curricular units. Revamping and archiving observation and feedback protocols and tools, lesson plans, and trackers to specifically monitor progress in this area and provide stronger opportunities for coaching and professional development.

Strategic Approach for Content Knowledge Building and Implementation of Updated Curriculum

- **Accelerated Implementation of Eureka Math²**
 1. Develop and execute a comprehensive plan for effective internalization, delivery, and high-level implementation of Eureka Math². This plan will include teacher immersion, structured implementation, and adaptive reshaping to meet the specific needs of our students.
 2. Continuing the use of our curriculum scope and sequence, the professional development calendar, and assessment systems to provide clear alignment and ensure fidelity of instruction. Math Hub 25-26; and
 3. Provide ongoing, high-quality professional development and informational events designed to secure teacher, student, and family buy-in, foster collaboration, and incorporate feedback to strengthen math achievement.
- **Teacher and Leader Development and Capacity Building**
 1. Weekly content focused Professional Learning Community (PLC) meetings for teachers that include: check-ins on pacing, understanding, peer and expert feedback, planning and practice for teachers;
 2. Bi-weekly professional development in key teacher and leader actions that lead to successful implementation of curriculum while building content knowledge and high leverage teacher/classroom strategies;
 3. Bi-weekly one-on-one coaching sessions that ensure that teachers get feedback in aligned areas of instruction. Coaching / PLC Cycle Coaching and Feedback Cycle AP and Coach Meeting Protocol;
 4. Regular teacher step-backs and data days where teachers receive professional development during PLCs in key areas of growth for their students while creating action-plans; and
 5. Tiered professional development that is responsive to teacher and leader needs.
- **Strong Start**
 1. “All hands on deck” approach to building routines and rituals that build Socio-emotional learning through strong academic practices; and
 2. “Teach and Insist”-after diagnostics jump right into grade level curriculum with clear plans for spiraling in cumulative review.
- **Departmentalization in grades 3-7 to allow teachers to focus more on content area depth and breathe**
- **Strengthening and streamlining data cycles**

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Streamlining PD calendar, timely data distribution and support for teachers, assessment calendar and data meetings.

- **Strengthening community investment and knowledge of what is being taught and why.**

Develop and implement a Communication Plan that organizes and captures key communication strategies in order to improve transparency about the Teaching and Learning Cycles, communicate progress, celebrate community, and on-going feedback on the impact of the program

GOAL 3: SCIENCE

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

BACKGROUND

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

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

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

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

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Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	65	30	46%
All	65	30	46%

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

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

2024-25 State Science Exam

Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	65	30	46%	N/A	N/A	N/A
All	65	30	46%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

On the 2024-25 science assessment exam, Merrick did not meet its absolute goal and the comparative goal could not be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	The district's results were not available at the time of this reports submission.

EVALUATION OF THE SCIENCE GOAL

On the 2024-25 science assessment exam, Merrick did not achieve its absolute goal and the comparative goal cannot be measured, as the district's results were not available at the time of this report's submission. Merrick missed its absolute goal of 75% student proficiency by 29 percentage points. Because the science

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assessment exam results from the district and other schools were unavailable, we cannot opine as to where Merrick’s results compare to other schools, specifically schools serving a similar student population.

ADDITIONAL CONTEXT AND EVIDENCE

	Merrick Students in at Least 2 nd Year on the 2023-24 Science Exam			Merrick Students in at Least 2 nd Year on the 2024-25 Science Exam		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	78	29	37.2%	65	30	46%

While Merrick did not meet its absolute goal of 75 percentage proficiency on the state science exam, the school did experience an 8.8 percentage point proficiency increase compared to the previous school year.

Performance on a Regents Science Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

Merrick Academy is committed to student achievement in science, as most recently evidenced by the school incorporating a STEM focus into its mission for the current charter term. In the 2025-26 school year, steps towards this mission will include science infused into mathematics and humanities instruction and the continuing contributions of the school’s STEM Coordinator who oversees the program.

Merrick Academy remains deeply committed to student achievement in science, with a continued focus on strengthening STEM as a core element of the school’s mission. During the 2025–26 school year, the school is taking intentional steps to expand and refine its science program to ensure rigor, consistency, and alignment with best practices.

Key action steps include:

- **Integration of Science Instruction:** Classroom teachers now deliver science instruction using the Amplify Science curriculum, ensuring that all students have consistent access to standards-aligned lessons and investigations.

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- **Professional Learning Communities (PLCs):** Weekly PLCs are dedicated to internalizing upcoming lessons, clarifying learning objectives, and emphasizing Science and Engineering Practices (SEPs). This structure provides teachers with ongoing professional development and strengthens instructional delivery across grade levels.
- **Skills Practice and Assessment:** Students engage in weekly SEP skills practice to reinforce scientific habits of mind, alongside end-of-chapter assessments that provide consistent measures of progress. Data from these assessments is reviewed collaboratively by teachers and leaders to drive instruction and inform interventions.
- **Interdisciplinary Connection:** Strengthening interdisciplinary connections by integrating science concepts and STEM thinking with mathematics, humanities, arts, physical education, technology, and other subjects, ensuring that learning is connected rather than isolated and allowing students to view knowledge as an integrated whole.
- **Project-Base Learning:** Expanding opportunities for interdisciplinary project-based learning and authentic performance tasks driven by real-world questions and problems, where engineering design, technology, and inquiry-based approaches are applied across disciplines, giving students multiple pathways to develop critical thinking and problem-solving skills beyond subject boundaries.
- **STEAM Vision and Leadership:** The school's STEAM Director continues to oversee program implementation, teacher coaching, and professional development, ensuring alignment across grade levels and integration of technology and engineering practices into science instruction.

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year	
Year	Status
2022-23	Good standing
2023-24	Good standing
2024-25	Good standing

ADDITIONAL CONTEXT AND EVIDENCE

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

