



Icahn Charter School 7

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Naudia Bethany
nbethany@ccics.org

1535 Story Avenue
Bronx, NY 10473

718/328-5480

INTRODUCTION

Naudia Bethany, Principal and Dr. Arthur Pritchard, consultant prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gail Golden	President
Julie Goodyear	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Jennifer Evans	Parent

Naudia Bethany has served as the Principal since 2015.

INTRODUCTION

The mission of Icahn Charter School 7 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Icahn Charter School 7 opened in September 2013 and served grades kindergarten through second grade.

Our school is composed of 52% African American, 38% Hispanic, and 10% other with a free and reduced lunch rate of 69%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	37	37	33	-	-	-	-	-	-	107
2014-15	38	37	37	29	-	-	-	-	-	141
2015-16	39	38	30	29	-	-	-	-	-	174
2016-17	39	40	38	40	34	25	-	-	-	216

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English language

BACKGROUND

The mission of Icahn Charter School 7 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Icahn Charter School 7 opened in September 2013 and served grades kindergarten through second grade.

Our school is composed of 52% African American, 38% Hispanic, and 10% other with a free and reduced lunch rate of 69%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 5 grades in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	40	3	0	0	0	40

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

4	34	1	0	0	0	34
5	25	0	0	0	0	25
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	99	1	0	0	0	99

RESULTS

In 2016-17 Icahn 7 3rd, 4th and 5th grade students in at least their second year at the school achieved a combined proficiency of 54.0%, 21% lower than the 75% target.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79.5%	39	83.3	36
4	42.2%	33	56.0	25
5	39.0%	25	30.4	23
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	55.7	97	54.0	84

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

While below the 75% proficiency target, Icahn 7 3rd and 5th grade students in at least their second year, raised their average score from 39.28% to 62.48%, a gain of 23.2% then in 2016-17 lost ground by 8.48 points

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39.28	28	68.96	29	83.3	36
4	-	-	56.00	25	56.0	25
5	-	-	-	-	30.4	23
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	39.28	28	62.48	54	54.0	84

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

RESULTS

IN 2016-17 Icahn 7 3rd 4th and 5th grade students achieved a PLI of 142.24, which surpassed the AMO of 111 by 31.24 points

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
97	11.43	32.98	41.23	13.40

$$\begin{array}{rclclclcl}
 \text{PI} & = & 32.98 & + & 41.23 & + & 13.40 & = & 87.61 \\
 & & & & 41.23 & + & 13.40 & = & \underline{54.63} \\
 & & & & & & \text{PLI} & = & 142.24
 \end{array}$$

EVALUATION

The measure was met.

Goal 1: Comparative Measure

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

METHOD

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

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

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

In 2016-17, Icahn 7 students in at least their second year at the school outscored their District 8 peers, by a difference of 32.98% (54% to 27.22%) compared to 26.34%).

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	83.0	36	30	2085
4	56.0	25	29	2140
5	30.4	23	24	2164
6	-	-		-
7	-	-		-
8	-	-		-
All	54.0	84	27.66	6289

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

In 2016-17, Icahn 7 students in at least their second year at the school outscored their District 8 peers, by a difference of 32.98% (54% to 27.22%) compared to 26.34%).

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	39.28	19.5	68.96	28	83.3	30
4	-	-	56.00	31	56.0	29
5					30.4	24
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-

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

All					54.0	27.66
-----	--	--	--	--	------	-------

Goal 1: Comparative Measure

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

METHOD

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

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

RESULTS

In 2015-16 Icahn 7 students achieved an Effect Size of 1.72, 1.42 points higher than the .3 target. The achievement earned them the designation “Higher than expected to a large degree”.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	65.6	30	67	39.0	28.0	1.81
4	79.3	29	59	31.1	27.9	1.63
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	72.4	59	63.1	35.1	28.0	1.72

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

The 2015-16 data combined with the 2014-15 data indicate ICAHN 7 has ranked “Higher than expected to a large degree”.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	-	-	-	-	-	-
2014-15	3	77.4	29	38	23.2	1.02
2015-16	3,4	72.4	59	63.1	35.1	1.72

Goal 1: Growth Measure⁴

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

METHOD

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

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

In its first year of Mean Growth Percentile determination, ICAHN 7 met the Statewide Median of 50.

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

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	50.0	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	<u>50.0</u>	50.0

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

2016-17 was the first year the measure could be taken at ICAHN 7.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	-	-	50.0	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	50.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute – In 2016-17 ICAHN 7 3rd and 4th grade students in at least their second year at the school scored 54% proficiency, which was below the measure by 21 points.

Absolute – In 2016-17 ICAHN 7 3rd grade students achieved a PLI of 142.24, which surpassed the AMO of 111 by 31.24 points.

Comparative – In 2016-17, Icahn 7 students in at least their second year at the school, outscored their District peers, by a difference of 26.34% (54% to 27.22%).

Comparative – In 2015-16 ICAHN 7 students achieved an Effect Size of 1.72, 1.42 points higher than the .3 target. The achievement earned them the designation “Higher than expected to a large degree”.

Growth – In its first year of Mean Growth Percentile determination, ICAHN 7 met the Statewide Median of 50

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.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Achieved

ACTION PLAN

ICAHN 7 students outscored their peers in District #8 and the schools identified for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

BACKGROUND

Our Mathematics curriculum follows the Core Knowledge sequence and is comprised of Pearson's Envision, workbooks, and a strong emphasis on hands on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests are reviewed with the Principal, teachers, mathematics specialist, and Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the students out of targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics Consultant from the NYC Mathematics Project at Lehman College. The Mathematics Consultant is responsible for demonstration lessons and participates in developing

teaching strategies. The mathematics consultant also provides professional development during common planning periods.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 5 grades in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	39	3	0	0	0	39
4	33	1	0	0	0	33
5	25	0	0	0	0	25
6						
7						
8						
All	97	4	0	0	0	97

RESULTS

In 2016-17 ICAHN 7 tested students in at least their second year enrolled at the school scored 55.6% proficiency on the NYS Math Exam, 19.4 points below the target measure of 75%.

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

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74	39	80.55	36
4	39	33	44.00	25
5	44	25	43,47	23
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	52.33	97	55.6	84

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

The average Mathematics assessment score achieved by ICAHN 7 students in at least their second year dropped 8.39 points from 71.42% in 2014-15 to 63.03% in 2015-16, then 7.98 additional points from 2015-16 to 2016-17.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	71.42	28	62.06	29	80.55	36
4	-	-	64.00	25	44.00	25
5	-	-	-	-	43,47	23
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	71.42	28	63.03	54	55.6	84

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to

determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

In 2016-17 ICAHN 7 3rd, 4th and 5th grade students achieved a PLI of 141.21, exceeding the state AMO of 109 by 32.21 points

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
97	13.4	31.95	34.02	20.61

PI	=	31.95	+	34.02	+	20.61	=	86.58
				34.02	+	20.61	=	<u>54.63</u>
						PLI	=	141.21

EVALUATION

The measure was met.

Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

In 2016-17 ICAHN 7 students in tested grades who have been enrolled at the school for at least two years, outscored their CSD 8 peers by 26.93 points (55.6% to 28.67%)

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

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

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80.55	36	30	2125
4	44.00	25	26	2175
5	43,47	23	30	2207
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	55.6	84	<u>28.67</u>	6,507

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

In 2014-5 Icahn 7 3rd grade students enrolled in at least their second year achieved a proficiency of 71.42%, and in doing so outscored their District 8 peers by 43.7%. In 2015-16 Icahn 3rd and 4th grade students in at least their second year continued to outscore their District 8 peers by 34.53%. Finally in 2016-17 ICAHN 7 tested students outscored their CSD 8 peers by 26.93%. While the CSD 8 scored remained essentially the same, the ICAHN 7 scored decreased during the three year period.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	71.42	27.90	62.06	27	80.55	30
4	-	-	64.00	30	44.00	26
5	-	-	-		43,47	30
6	-	-	-		-	
7	-	-	-		-	
8	-	-	-		-	
All	71.42	27.90	63.03	28.5	55.6	28.67

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree)

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

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

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

RESULTS

In 2015-16 ICAHN 7 achieved an Effect Size of 1.34 resulting in the overall comparative performance of "Higher than expected to a large degree"

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	65.6	30	60	41.4	18.6	1.01
4	79.3	29	66	34.1	31.9	1.67
5						
6						
7						
8						
All	72.4	59	62.9	37.8	25.1	1.34

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

The measure was met

ADDITIONAL EVIDENCE

In 2015-16 ICAHN 7 achieved an Effect Size of 1.34 resulting in the overall comparative performance of “Higher than expected to a large degree” In the previous year ICAHN 7 also achieved the rating “Higher than expected by a large degree.”

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	-	-	-	-	-	-
2014-15	3	77.4	29	69	33.1	1.93
2015-16	3, 4	72.4	59	62.9	37.8	1.34

Goal 2: Growth Measure⁹

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

METHOD

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

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

In 2015-16 ICAHN 7 demonstrated a Mean Growth Percentile of 34.9, 15.1 points below the target of 50.

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

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

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	34.9	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	34.9	50.0

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

In 2015-16 ICAHN 7 demonstrated a Mean Growth Percentile of 34.9, 15.1 points below the target of 50. 2015-16 was the first year a Mean Growth Percentile could be determined at ICAHN 7.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
4	-	-	34.9	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	34.9	50.0

SUMMARY OF THE MATHEMATICS GOAL

Absolute - ICAHN 7 3rd grade students enrolled at least for two years scored 55.6% proficiency, which was below the measure. Based on the new testing standards, they were 19.4% below the goal of 75% demonstrating proficiency.

Absolute - Icahn 7 3rd grade students achieved a PLI of 141.21, exceeding the state AMO of 109 by 32.21 points.

Comparative – In 2015-16 ICAHN 7 achieved an Effect Size of 1.34 resulting in the overall comparative performance of “Higher than expected to a large degree”

Comparative – Icahn 7 3rd grade students enrolled in at least their second year achieved a proficiency of 55.6%, and in doing so outscored their District 8 peers, who scored 28.67% by 27.03%.

Growth – IN 2015-16 the Mean Growth Percentile at ICAHN 7 was 34.9, 15.1 points below the target of 50.

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.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Not Achieved

ACTION PLAN

ICAHN 7 will continue utilizing the NYC Math Project as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally we shall use Curriculum Associates I-Ready to meet every child's individual needs in mathematics. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills as they relate to mathematics.

SCIENCE

Goal 3:

Science Students will demonstrate competency in the understanding and application of scientific reasoning

Background
The ICAHN 7 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

Goal 3: Absolute Measure

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

METHOD

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

RESULTS

In 2016-17 all ICAHN 7 4th grade students in at least their second year at the school demonstrated proficiency.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	25	97	34
8	-	-	-	-
All	100	25	97	34

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

In 2016-17 and for the second year of testing, 100% of ICAHN 7 grade 4 students in at least their second year at the school demonstrated proficiency.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	-	-	88	25	100	25
8	-	-			-	-
All			88	25	100	25

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

Brief narrative highlighting results in the data table that directly addresses the measure; e.g. the charter school performance compared to the district performance in the same tested grades.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100	25	Data Not Available	
8	-	-		
All	100	25		

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

In 2016-17 and for the second year of testing, 100% of ICAHN 7 grade 4 students in at least their second year at the school demonstrated proficiency.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	-	-	88	25	100	
8	-	-	-	-	-	-
All	-	-	88	25	100	

SUMMARY OF THE SCIENCE GOAL

Absolute - ICAHN 7 4th grade students in at least their second year scored 100% proficiency and exceeded the target of 75% by 25 points.

Comparison – Without District 8 scores a comparison could not be made.

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

ACTION PLAN

Efforts at ICAHN 7 will continue to ensure that our students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

ICAHN 7 completed its fourth operational year in 2016-17, offering instruction to students, Kindergarten through 5th grade. It is a school in Good Standing.

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 7 has been in Good Standing in each of the years it has been eligible to be measured.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Parents will demonstrate a strong support and commitment to the school

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

METHOD

The NYC School Survey includes questions available for response for all parents/guardians of students who attend Icahn Charter School 7. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school.

RESULTS

In 2016-17, 92% of parents responded that they were satisfied with the school and its programs.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
141	154	92%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
This school provides a safe environment for learning	97%
My child is receiving a quality education	98%
The school holds high academic expectations for my child	100%
I regularly read progress reports and notices sent home from school	99%
My child has enough supplies, materials and text books to help with his/her studies	98%

EVALUATION

The measure was met.

APPENDIX A: OPTIONAL GOALS

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

METHOD

In 2016-17 ICAHN 7 supported children in grades K-5. The first graduation will not occur until 2019-20.

RESULTS

In 2016-17, 152 ICAHN 7 students returned to the school from 174 students who attended the school in 2015-16.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
174	N/A	152	88%

EVALUATION

The measure was not met, 152 of 2015-16 174 students returned in 2016-17.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	93.54%
2015-16	89%
2016-17	88

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

METHOD

Tracking of ICAHN 7 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2016-17, the attendance average among ICAHN 1st through 5th grade students was 98%.

APPENDIX A: OPTIONAL GOALS

2016-17 Attendance

Grade	Average Daily Attendance Rate
1	99%
2	97%
3	98%
4	96%
5	98%
6	-
7	-
8	-
Overall	98%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	96%
2015-16	95%
2016-17	98%

