



## **ICAHN CHARTER SCHOOL 4**

# **2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Michelle Allen, Principal, and Dr. Arthur Pritchard, Consultant prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Gail Golden	President
Diane Fellows	Secretary
Seymour Fliegel	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Karen Mandelbaum	Member
Tina Marsh	Treasurer
Sunita Gopal	Parent

Michelle Allen has served as the Principal since 2010.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

The mission of Icahn Charter School 4 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 4 opened in September 2010 and served grades kindergarten through second grade. Our school is composed of 60.5% African American, and 30.5% Latin, 2.0 Caucasian, and 7.0% Other, with a free and reduced lunch rate of 88.9%.

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	9	10	11	12	Total
2014-15	38	34	37	39	32	35	32	34	-	-	-	-	-	281
2015-16	40	40	38	34	40	33	34	27	31	-	-	-	-	317
2016-17	40	39	38	38	36	37	32	33	27	-	-	-	-	320
2017-18	40	37	36	36	32	36	37	31	33	-	-	-	-	318
2018-19	40	38	35	39	35	31	35	35	30	-	-	-	-	318

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will become proficient in the English Language

### BACKGROUND

The English Language Arts Core Knowledge Curriculum is supported through the McMillan-McGraw Hill Reading Program supplemented by Classroom Leveled Libraries and the Waterford Early learning Program, which integrates the use of technology and fundamental reading instruction. Our Grade 3<sup>rd</sup> through 8<sup>th</sup> students were administered the New York State English Language Arts Examination in April 2018.

### 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2019. 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).

2018-19 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	39	0	0	0	0	39
4	33	0	0	0	2	35
5	30	0	0	0	1	31
6	33	0	0	1	1	35
7	35	0	0	0	0	35
8	30	0	0	0	0	30
All	200	0	0	1	4	205

### RESULTS AND EVALUATION

In 2018-19, Icahn 4 students in grades 3 through 8, who were enrolled at the school for two or more years, achieved a proficiency score of 69%, 6 points below the 75% target.

The measure was not met.

Performance on 2018-19 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	62	39	62	37
4	70	33	69	32
5	67	30	67	30
6	82	33	81	32
7	54	35	56	34
8	80	30	80	30
All	69	200	69	195

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

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### ADDITIONAL EVIDENCE

Icahn 4 students in at least their second year gained ground in the 2018-19 NYS ELA assessment in tested grades as compared with last year, dropped 10 points from the previous year and equaled the 2016-17 effort of 69.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63.3	30	75.7	33	62	37
4	93.9	33	90.0	30	69	32
5	51.4	35	84.3	32	67	30
6	75.8	29	63.3	30	81	32
7	64.0	33	82.1	28	56	34
8	69.2	26	81.8	33	80	30
All	69.6	186	79.5	186	69	195

#### Goal 1: Absolute Measure

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.

### 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 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 2018-19 English language arts MIP for all students of 105. 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.

### RESULTS AND EVALUATION

In 2018-19, Icahn 4 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved a Performance Index value of 175.5. The Icahn 4 PI score was 70.5 above the State MIP target of 105.

The measure was met.

English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
200	7	25	44	25

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25 & + & 44 & + & 25 & = & 94 \\
 & & & & 44 & + & 25 & = & 69 \\
 & & & & & + & 12.5 & = & 12.5 \\
 & & & & & & \text{PI} & = & 175.5
 \end{array}$$

### Goal 1: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>2</sup>

### RESULTS AND EVALUATION

In 2018-19 Icahn 4 - 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year at the school outscored their District 11 peers in tested grades by 32% with their score of 69%.

The measure was met.

2018-19 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62	37	43	3,013
4	69	32	37	3,219
5	67	30	30	3,101
6	81	32	38	3,068
7	56	34	32	2,973
8	80	30	43	2,984
All	69	195	37	18,358

### ADDITIONAL EVIDENCE

Icahn 4 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year at the school have consistently outscored their District 11 peers during the three year period between 2016-17, 2017-18, and 2018-19 averaging 72.7% per year compared with 36%, a difference of 36.7%.

<sup>2</sup> 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](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	63.3	33	75.7	39	62	43
4	93.9	34	90.0	27	69	37
5	51.4	27	84.3	41	67	30
6	75.8	25	63.3	35	81	38
7	64.0	34	82.1	43	56	32
8	69.2	42	81.8	37	80	43
All	69.6	32.5	79.5	39	69	37

#### 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 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

#### RESULTS AND EVALUATION

In 2017-18, ICAHN 4 students in tested grades achieved and EFFECT Size of 2.32, 2.02 points above the .3 target.

The measure was made.

#### 2017-18 English Language Arts Comparative Performance by Grade Level

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	68.4	33	75.8	47.3	28.5	1.62
4	74.3	33	87.9	41.7	46.2	2.39
5	69.4	35	85.7	32.4	53.3	3.24
6	80.0	33	66.7	39.4	27.4	1.46
7	80.6	32	84.4	30.3	54.1	2.91
8	84.8	33	81.8	37.8	44.0	2.28
All	76.2	199	80.4	38.1	42.3	2.32

### School's Overall Comparative Performance:

Higher than expected to large degree

## ADDITIONAL EVIDENCE

Through the past six years Icahn 4 students have consistently scored at a level designated as "Higher than expected by a large degree".

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	71.5	197	81.3	31.5	3.11
2016-17	3-8	72.4	200	70.0	32.7	2.23
2017-18	3-8	76.2	199	80.4	38.1	2.32

### Goal 1: Growth Measure<sup>3</sup>

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

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 2017-18 and also have a state exam score from 2016-17 including students who were retained in the same grade. Students with the same 2016-17 score are ranked by their 2017-18 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.

<sup>3</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>4</sup>

### RESULTS AND EVALUATION

In 2017-18, ICAHN 4 ELA Mean Growth Percentile was 53.6, 3.6 points below the target of 50.

The measure was met.

#### 2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	60.6	50.0
5	53.5	50.0
6	55.8	50.0
7	54.7	50.0
8	43.8	50.0
All	<u>53.6</u>	50.0

### ADDITIONAL EVIDENCE

After three years scoring above the ELA Mean Growth Percentile of 50, in 2016-17 ICAHN 4 achieved an ELA Mean Growth Percentile of 41.4, lower than the Statewide Median by 8.6 points then scored 53.6 in 2017-18, 3.6 points above the target of 50 and 12.2 points higher than 2016-17.

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

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	52.3	47.5	60.6	50.0
5	67.0	51.2	53.5	50.0
6	87.2	51.2	55.8	50.0
7	70.3	26.8	54.7	50.0
8	71.6	26.7	43.8	50.0
All	<u>69.3</u>	<u>41.4</u>	<u>53.6</u>	50.0

<sup>4</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

### Goal 1: Optional Measure

Each year, the percent of students at or above Level 3 on the State ELA exam in each tested grade will be higher than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194

### METHOD:

ICAHN 4 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 4 had tested students and the result of grades 3 through 8 in the surrounding schools.

### RESULTS AND EVALUATION:

Icahn 4 students in grades 3 through 8 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, Icahn 4 in grades 3 through 5 students outscored their peers by 34 and 22 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 4 students outscored their peers by 25 respectively.

The measure was made.

2018-19 NYS ELA – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – Icahn 4 with District 11, PS 103, PS 83, PS 103, PS/IS 194

Grade	District	School				
	11	PS 83	PS 103	PS 106	PS/IS 194	ICAHN 4 CS
3	43	48	33	51	39	69
4	37	44	36	47	43	62
5	30	31	36	32	33	67
			35	43		66
6	38	47	-	-	57	82
7	32	40	-	-	40	54
8	43	57	-	-	51	80
<b>Total</b>	<b><u>37</u></b>	<b><u>44</u></b>	<b><u>35</u></b>	<b><u>44</u></b>	<b><u>44</u></b>	<b><u>69</u></b>

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

**Absolute** - Icahn 4 3<sup>rd</sup> through 8<sup>th</sup> grade students with at least two years at the school achieved an average proficiency score of 69%, 6 points lower than the 75% target.

**Absolute** - Icahn 4 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved a Performance Index value of 175.5%. The Icahn 4 Performance Index was 70.5 points above the State MIP value of 105.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

**Comparative** - Icahn 4 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved 69% proficiency and outscored their District 11 peers by 36.7%.

**Comparative** - Icahn 4 students achieved an Effect Size value of 2.32 in the 2017-18 comparative performance analysis. Their achievement was well above the required value of 0.3.

**Growth** – Icahn 4 4<sup>th</sup> through 8<sup>th</sup> grade students demonstrated ELA Mean Growth Percentiles higher than the statewide median of 50% with an average of 53.6 %.

**Optional** - Icahn 4 students in grades 3 through 8 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, Icahn 4 in grades 3 through 5 students outscored their peers by 34 and 22 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 4 students outscored their peers by 25 respectively.

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
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.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 target of 50. (Using 2017-18 results.)	Achieved
Optional	Each year, the percent of students at or above Level 3 on the State ELA exam in each tested grade will be higher than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194	Achieved

### ACTION PLAN

Icahn 4 students outscored their peers in District #11 and the schools identified by Icahn 4 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

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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 McGraw-Hill Mathematics Connect, 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 Lavinia Math Group. 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<sup>rd</sup> through 8<sup>th</sup> grade in April 2019. 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.

2018-19 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>5</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	39	0	0	0	0	39
4	33	0	0	2	0	35
5	30	0	0	1	0	31
6	33	0	0	2	0	35
7	35	0	0	0	0	35
8	30	0	0	0	0	30
All	200	0	0	5	0	205

<sup>5</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### RESULTS AND EVALUATION

In 2018-19 Icahn 4 students in tested grades who have been enrolled in the school for at least two years scored 81% proficiency on the NYS Math Exam, 6% points above the 75%.

The measure was met.

#### Performance on 2018-19 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82	39	81	37
4	91	33	90	32
5	73	30	73	30
6	97	33	97	32
7	57	35	59	34
8	87	30	87	30
All	81	200	81	195

### ADDITIONAL EVIDENCE

During the past three years, Icahn 4 tested student who have been enrolled at the school for at least two years have achieved 88.1 %, 83.4%, and 81% respectively.

#### Performance on a Regents Mathematics Exam Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2016-17	Algebra 1	100%	12
8	2017-18	Algebra 1	100%	16
8	2018-19	Algebra 1	100%	12

#### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80.0	30	82.3	34	81	37
4	93.9	33	86.6	30	90	32
5	76.4	34	90.6	32	73	30

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

6	100.0	29	73.3	30	97	32
7	91.0	33	89.3	28	59	34
8	87.5	24	78.8	33	87	30
All	88.1	183	83.4	187	81	195

### Goal 2: Absolute Measure

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 2018-19 mathematics MIP for all students of 107. 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.

### RESULTS AND EVALUATION

In 2018-19 ICAHN 4 students in grades 3 through 8 achieved a Performance Level Index value of 203.5, 96.5 points above the State MIP target of 107.

The measure was made.

#### Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
200	3	17	32	49

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 17 & + & 32 & + & 49 & = & 98 \\
 & & & & 32 & + & 49 & = & 81 \\
 & & & & & + & 24.5 & = & 24.5 \\
 & & & & & & \text{PI} & = & 203.5
 \end{array}$$

### 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.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 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.<sup>6</sup>

### RESULTS AND EVALUATION

In 2018-19 Icahn 4 students outscored their CSD 11 peers by 49 points. Their score was 81 as compared with CSD 11 students who collectively scored 32%.

The measure was met.

2018-19 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	81	37	38	3,065
4	90	32	35	3,269
5	73	30	30	3,159
6	97	32	31	3,116
7	59	34	30	2,980
8	87	30	27	2,671
All	81	195	<b>32</b>	18,260

### ADDITIONAL EVIDENCE

Icahn 4 - 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year, have consistently outscored their District 11 peers. The three year average difference is 54.8% with Icahn 4 at 84.1% and District 11 at 29.3%.

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
3	80.0	34	82.3	37	81	38
4	93.9	29	86.6	34	90	35
5	76.4	29	90.6	29	73	30

<sup>6</sup> 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](#).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

6	100.0	27	73.3	28	97	31
7	91.0	23	89.3	29	59	30
8	87.5	14	78.8	23	87	27
All	<b>88.1</b>	<b>26</b>	83.4	<b>30</b>	81	<b>32</b>

### 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 2017-18 analysis is not yet available. This report contains 2017-18 results, the most recent Comparative Performance Analysis available.

### RESULTS AND EVALUATION

In 2017-18 Icahn 4 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their third year at the school achieved an Effect Size of 2.35, 2.05 points higher than the .3 target in tested grades, and earned the designation "Higher than expected to a large degree."

The measure was made.

#### 2017-18 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	<b>68.4</b>	<b>34</b>	<b>82.4</b>	<b>50.3</b>	<b>32.1</b>	<b>1.64</b>
4	<b>74.3</b>	<b>33</b>	<b>84.8</b>	<b>41.4</b>	<b>43.5</b>	<b>2.07</b>
5	<b>69.4</b>	<b>35</b>	<b>91.4</b>	<b>38.6</b>	<b>52.9</b>	<b>2.98</b>
6	<b>80.0</b>	<b>32</b>	<b>75.0</b>	<b>33.1</b>	<b>41.9</b>	<b>2.00</b>
7	<b>80.6</b>	<b>31</b>	<b>90.3</b>	<b>29.0</b>	<b>61.3</b>	<b>2.70</b>
8	<b>84.8</b>	<b>33</b>	<b>78.8</b>	<b>21.9</b>	<b>56.9</b>	<b>2.66</b>
All	<b>76.2</b>	<b>198</b>	<b>83.8</b>	<b>35.9</b>	<b>48.0</b>	<b>2.35</b>



## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to large degree</b>

### ADDITIONAL EVIDENCE

Icahn 4 students have consistently scored well above the .3 Effect Size target in Mathematics with scores of 2.91, 3.03, 2.87 and 2.35.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	71.5	196	98.2	31.4	3.03
2016-17	3-8	72.4	197	86.7	32.1	2.87
2017-18	3-8	76.1	198	83.8	35.9	2.35

#### Goal 2: Growth Measure<sup>7</sup>

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

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 2017-18 and also have a state exam score in 2016-17 including students who were retained in the same grade. Students with the same 2016-17 scores are ranked by their 2017-18 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.

Given the timing of the state's release of Growth Model data, the 2018-19 analysis is not yet available. This report contains 2017-18 results, the most recent Growth Model data available.<sup>8</sup>

### RESULTS AND EVALUATION

In 2017-18 Icahn 4 achieved a Mean Growth Percentile value of 42.5, 7.2 points lower than the Statewide Median.

The measure was not made.

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	65.1	50.0
5	34.5	50.0
6	57.8	50.0
7	35.6	50.0
8	20.4	50.0
All	<b><u>42.5</u></b>	50.0

### ADDITIONAL EVIDENCE

Until 2017-18 Icahn 4 has consistently exceeded the Statewide Median for Mean Growth Percentile with values of 53.7, 67.4, and 55.9. In 2017-18 the Mean Growth Percentile dropped to 42.5.

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2015-16	2016-17	2017-18	Target
4	74.1	80.5	65.1	50.0
5	53.3	37.2	34.5	50.0
6	87.2	70.0	57.8	50.0
7	41.6	31.8	35.6	50.0
8	75.4	63.3	20.4	50.0
All	<b><u>67.4</u></b>	<b><u>55.9</u></b>	<b><u>42.5</u></b>	50.0

### Goal 2: Optional Measure

Each year, the percent of students at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194.

### METHOD:

Icahn 4 tested-students compared to all tested students in the surrounding similar schools. Comparisons are between the results of each grade in which Icahn 4 had tested students and the results of grades 3 through 8 in the surrounding schools.

### RESULTS AND EVALUATION:

Icahn 4 students in grades 3 through 8 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, Icahn 4 in grades 3 through 5 students outscored their peers by 53 and 39 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 4 students outscored their peers by 38 points respectively.

The measure was made.

2018-19 NYS Math – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – Icahn 4 with District 11, PS 103, PS 83, PS 103, PS/IS 194						
Grade	District	School				
	11	PS 83	PS 103	PS 106	PS/IS 194	ICAHN 4 CS
3	38	53	35	51	39	82
4	35	47	23	46	40	91
5	30	33	30	32	32	73
		44	29	43	37	82
6	31	38			51	97
7	30	46			51	57
8	27	44			45	87
<b>Total</b>	<b><u>32</u></b>	<b><u>43</u></b>	<b><u>29</u></b>	<b><u>43</u></b>	<b><u>43</u></b>	<b><u>81</u></b>

## SUMMARY OF THE MATHEMATICS GOAL

**Absolute** – Icahn 4 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year at the school achieved an average of 81% on the NYS Mathematics assessments, which was 6 points higher than the 75% target.

**Absolute** – The Performance Index value achieved by Icahn 4 students in at least their second year at the school was 203.5 points, 96.5 points above the State MIP target of 107.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

**Comparative** - Icahn 4 students in at least their second year out scored their peers in each grade as compared with their District 11 peers by 49%. Icahn 4 students achieved an average of 81% as compared with their District 11 peers who scored 32%.

**Comparative** – Icahn 4 students achieved an Effect Size value of 2.35 the 2017-18 comparative performance analysis, which resulted in the “**than expected to a large degree**” designation.

**Growth** – Icahn 4 students achieved a 42.5 Mean Growth Percentile in Math, and in doing so was lower than the statewide median of 50 by 7.5%.

**Optional** – Icahn 4 students in grades 3 through 8 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, Icahn 4 in grades 3 through 5 students outscored their peers by 53 and 39 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 4 students outscored their peers by 38 points respectively.

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.	Achieved
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.	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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2017-18 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 target of 50. (Using the 2017-18 results.)	Not Achieved
2.5	Every year, the percent of students at or above Level 3 on the State Math exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, PS 103, PS 106, and PS/MS 194	Achieved

### ACTION PLAN

The Icahn 4 will utilize the services of the Lavinia Math Group 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 will use Curriculum Associates i-Ready and Engage NY resources to meet every child’s individual needs in mathematics.

## GOAL 3: SCIENCE

### Goal 3: Science

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

### BACKGROUND

The Icahn Charter School 4 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 or above proficiency on the New York State science examination.

### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2019. 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 AND EVALUATION

In 2018-19 Icahn 4<sup>th</sup> and 8<sup>th</sup> grade students enrolled for at least two years demonstrated proficiency on the NYS Science assessment with scores of 97% and 70 % respectively, resulting in an average of 83.5%.

The measure was met

Charter School Performance on 2018-19 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 <sup>nd</sup> Year	
	Percent Proficient	Number Tested
4	97%	32
8	70%	30
All	83.5	60

### ADDITIONAL EVIDENCE

Performance on a Regents Science Exam  
Of 8<sup>th</sup> Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

8	2016-17	Living Environment	100%	15
8	2017-18	Living Environment	100%	9
8	2018-19	Living Environment	100%	11

During the last three years Icahn 4<sup>th</sup> and 8<sup>th</sup> grade students enrolled for at least two years have consistently demonstrated proficiency on the NYS Science assessment with score averages of 100%, 96.25%, and 83.5%.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	33	100	29	97	32
8	100	25	92.5	29	70	30
All	100	58	96.25	58	83.5	60

### 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. Given the timing of the state's release of district science data, the 2018-19 comparative data may not yet be available. If not, schools should report comparison to the district's **2017-18** data.

### RESULTS AND EVALUATION

IN 2018-19 Icahn 4<sup>th</sup> and 8<sup>th</sup> grade students enrolled for at least two years demonstrated proficiency on the NYS Science assessment with scores of 97% and 70% respectively, resulting in An average of 83.5% Compared to 2017-18 data they outscored their District 11 peers who scored 59.5% by 24%.

The measure was made.

### 2018-19 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency
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## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>9</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	32	80	3,235
8	70	30	33	2,332
All	83.5	60	59.5	5,557

### ADDITIONAL EVIDENCE

During the last three years Icahn 4<sup>th</sup> and 8<sup>th</sup> grade students enrolled for at least two years have consistently demonstrated proficiency on the NYS Science assessment with score averages of 100%, 96.25%, and 83.5%

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					
	2016-17		2017-18		2018-19	
	Charter School	District	Charter School	District	Charter School	District
4	100.00	80%	100%	80	97	TBA
8	100.00	33%	92.5%	33	70	
All	100.00	59.	96.25	56.5	83.5	

### SUMMARY OF THE SCIENCE GOAL

**Absolute** - ICAHN 4 - 4<sup>th</sup> and 8<sup>th</sup> grade students scored an average of 83.5points on the State Science Exam with the 4<sup>th</sup> grade achieving 100% and the 8<sup>th</sup> grade 70%.

**Comparative** – Icahn 4 - 4<sup>th</sup> and 8<sup>th</sup> grade students scored well above their District 11 peers with scores of 100% versus 80% in the 4<sup>th</sup> grade, and 70% versus 56.5% in the 8<sup>th</sup> grade.

Type	Measure	Outcome
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 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.	Achieved

### ACTION PLAN

Efforts at ICAHN 4 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

<sup>9</sup> This table uses the prior year's results as 2018-19 district science scores are not yet available.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

the NYS standards

### GOAL 4: ESSA

#### Goal 4: ESSA

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

#### Goal 4: Absolute Measure

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.

### METHOD

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.

### RESULTS AND EVALUATION

Icahn 4 has met the ESSA requirement for the 2018-19 school year.

The measure was met.

### ADDITIONAL EVIDENCE

Icahn 4 has always been a school in good standing.

Accountability Status by Year

Year	Status
2016-17	Good Standing
2017-18	Good Standing
2018-19	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 4 Charter School. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school

## RESULTS

100% of parents surveyed demonstrated satisfaction with the school's program based on a parent satisfaction survey.

### 2018-19 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
317	85	100%

### 2018-19 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Receive Progress Reports and Notices	100%
Homework is a valuable contribution to child's learning	100%
Students have enough supplies and materials for learning	100%
Students are receiving a quality education	100%
School clearly defines goals	100%

## EVALUATION

The measure was met.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### Goal S: Absolute Measure

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

### METHOD

Tracking of ICAHN 4 students is maintained by the Principal, using attendance records, and interactions with parents.

### RESULTS

In 2018-19, 100.0% of Icahn 4 who were enrolled at the school in 2017-18 returned in 2018-19.

2018-19 Student Retention Rate

2017-18 Enrollment	Number of Students Who Graduated in 2017-18	Number of Students Who Returned in 2018-19	Retention Rate 2018-18 Re-enrollment ÷ (2017-18 Enrollment – Graduates)
317	30	287	100

### EVALUATION

The measure was made.

### ADDITIONAL EVIDENCE

Year	Retention Rate
2016-17	89.3%
2017-18	90.0%
2018-19	100.0%

### Goal S: Absolute Measure

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

### METHOD

Tracking of Icahn 4 students is maintained by the Principal, using attendance records, and interactions with parents

### RESULTS

In 2018-19 student attendance at Icahn 4 averaged 96% attendance in grades 1 through 8.

## 2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

### 2018-19 Attendance

Grade	Average Daily Attendance Rate
1	96%
2	96%
3	96%
4	95%
5	95%
6	97%
7	96%
8	97%
Overall	96%

### EVALUATION

The measure was met.

### ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2016-17	96 %
2017-18	93%
2018-19	96%