



ICAHN CHARTER SCHOOL 5

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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By Danielle Masi

dmasi@ccics.org

1500 Pelham Parkway South
South Bronx, New York 10461

Phone: (718) 828-0034

Fax: (718) 828-0664

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Danielle Masi, Principal and Dr. Arthur H Pritchard 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 |
| Sabrina Fullerton | Parent Member |

Danielle Masi has served as the Principal since 2017

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The mission of Icahn Charter School 5 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 5 opened in September 2011 and served grades kindergarten through second grade.

Our school is composed of 51% African American and 38% Latin with a free and reduced lunch rate of 69.4%. 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. Icahn 5 was designated a Recognition School by the NYSED in 2019.

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 | 40 | 37 | 38 | 35 | 32 | 35 | - | - | 40 | - | - | - | - | 180 |
| 2015-16 | 39 | 38 | 40 | 37 | 34 | 32 | 30 | - | 39 | - | - | - | - | 217 |
| 2016-17 | 39 | 36 | 38 | 37 | 35 | 35 | 36 | 27 | 39 | - | - | - | - | 283 |
| 2017-18 | 39 | 36 | 38 | 38 | 39 | 35 | 31 | 30 | 27 | - | - | - | - | 313 |
| 2018-19 | 39 | 37 | 40 | 40 | 36 | 37 | 33 | 29 | 30 | | | | | 321 |

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn 5 students will become proficient readers of the English language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill anthologies, workbooks, a strong emphasis on writing, extensive classroom libraries and by-monthly assessments. Our ELA specialist provides small group instruction (Targeted Assistance/TA) for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of reading. The results of all practice tests go through an intensive error analysis by the administration and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and ELA specialist to provide remediation lessons for the targeted children. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the child out of TA where appropriate, as well as accept new students as required by their practice test results. The ELA program is personally supervised by the Principal and Staff Developer. We are consistently monitoring the alignment of the

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ELA materials with the NYS ELA Curriculum as well as Core Knowledge. There were no important changes to the English language arts program or staff prior to or during the 2018-2019 school year.

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 3rd through 8th 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 ¹ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 40 | 3 | 1 | 0 | 0 | 40 |
| 4 | 36 | 3 | 0 | 0 | 0 | 36 |
| 5 | 35 | 4 | 0 | 2 | 0 | 37 |
| 6 | 33 | 2 | 0 | 0 | 0 | 33 |
| 7 | 29 | 1 | 0 | 0 | 0 | 29 |
| 8 | 30 | 1 | 0 | 0 | 0 | 30 |
| All | 203 | 14 | 1 | 2 | 0 | 205 |

RESULTS AND EVALUATION

In 2018-19 Icahn 5 - 3rd through 8th grade students enrolled for at least two years demonstrated 73% proficiency, missing the 75% target by 2%.

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 | 78 | 40 | 78 | 40 |
| 4 | 69 | 36 | 68 | 35 |

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.

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| | | | | |
|-----|----|-----|----|-----|
| 5 | 40 | 35 | 40 | 35 |
| 6 | 82 | 33 | 82 | 33 |
| 7 | 83 | 29 | 83 | 29 |
| 8 | 90 | 30 | 90 | 30 |
| All | 73 | 203 | 73 | 202 |

ADDITIONAL EVIDENCE

In 2017-18 Icahn 5 - 3rd through 8th grade students enrolled for at least two years demonstrated proficiency, however in 2016-17 and 2018-19 they did not.

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 | 62.0 | 37 | 78.3 | 37 | 78 | 40 |
| 4 | 85.3 | 34 | 77.1 | 35 | 68 | 35 |
| 5 | 67.6 | 34 | 66.7 | 33 | 40 | 35 |
| 6 | 62.8 | 32 | 90.3 | 31 | 82 | 33 |
| 7 | 81.0 | 26 | 72.4 | 29 | 83 | 29 |
| 8 | - | - | 77.7 | 27 | 90 | 30 |
| All | 71.7 | 164 | 77.1 | 192 | 73 | 202 |

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 5 3rd through 8th grades students achieved a Performance Level Index value of 178, surpassing the state MIP target of 105 by 73 points.

The measure was made.

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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 |
| 203 | 7 | 20 | 49 | 24 |

$$\begin{array}{rclclclcl}
 \text{PI} & = & 20 & + & 49 & + & 24 & = & 93 \\
 & & & & 49 & + & 24 & = & 73 \\
 & & & & & + & 12 & = & 12 \\
 & & & & & & \text{PI} & = & 178
 \end{array}$$

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.²

RESULTS AND EVALUATION

In 2017-18 Icahn 5 - 3rd through 8th grade students in at least their second year at the school outscored their District 11 peers, who scored 37% in tested grades by 36% with their score of 73%.

The measure was made.

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 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 78 | 40 | 43 | 3,013 |
| 4 | 68 | 35 | 37 | 3,219 |
| 5 | 40 | 35 | 30 | 3,101 |
| 6 | 82 | 33 | 38 | 3,068 |
| 7 | 83 | 29 | 32 | 2,973 |
| 8 | 90 | 30 | 43 | 2,984 |
| All | 73 | 202 | 37 | 18,358 |

² 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](#).

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ADDITIONAL EVIDENCE

Icahn 5 3rd through 8th 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 73.9% per year compared with 34.8%, a difference of 39.1%.

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 | 62.0 | 33 | 78.3 | 40 | 78 | 43 |
| 4 | 85.3 | 34 | 77.1 | 39 | 68 | 37 |
| 5 | 67.6 | 27 | 66.7 | 27 | 40 | 30 |
| 6 | 62.8 | 25 | 90.3 | 41 | 82 | 38 |
| 7 | 81.0 | 34 | 72.4 | 35 | 83 | 32 |
| 8 | - | - | 77.7 | 43 | 90 | 43 |
| All | <u>71.7</u> | <u>30.6</u> | <u>77.1</u> | <u>37</u> | 73 | 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 5 students demonstrated an Effect Size of 2.00, which was 1.84 points higher than the .3 target. Their effort earned them the designation “Higher than expected to a large degree”.

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The measure was met.

2017-18 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 | 65.8 | 38 | 78.9 | 48.4 | 30.5 | 1.73 |
| 4 | 69.2 | 38 | 78.9 | 43.6 | 35.3 | 1.88 |
| 5 | 52.9 | 34 | 67.6 | 38.8 | 28.8 | 1.84 |
| 6 | 71.9 | 31 | 90.3 | 43.0 | 47.4 | 2.73 |
| 7 | 71.0 | 30 | 73.3 | 34.1 | 39.2 | 2.17 |
| 8 | 66.7 | 27 | 77.8 | 42.2 | 35.6 | 1.72 |
| All | 66.1 | 198 | 77.8 | 42.2 | 35.6 | 2.00 |

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Icahn 5 students have consistently achieved the Effect Size designation of "Higher than expected to 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 | 3,4,5,6 | 66.7 | 132 | 75 | 35.6 | 2.16 |
| 2016-17 | 3,4,5,6,7 | 63.7 | 170 | 70.6 | 35.3 | 2.17 |
| 2017-18 | 3-8 | 66.1 | 198 | 77.8 | 42.2 | 2.00 |

Goal 1: Growth Measure³

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

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

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school to perform above the target for this measure, it must have a mean growth percentile greater than 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.⁴

RESULTS AND EVALUATION

In 2017-18, Icahn 5 students demonstrated a Mean Growth Percentile of 49.3, .7 points below the Statewide Median.

The measure was not made.

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

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 49.5 | 50.0 |
| 5 | 49.9 | 50.0 |
| 6 | 60.4 | 50.0 |
| 7 | 42.9 | 50.0 |
| 8 | 42.8 | 50.0 |
| All | 49.3 | 50.0 |

ADDITIONAL EVIDENCE

After two successive years of exceeding the target, in 2017-18, Icahn 5 students decreased their Mean Growth Percentile to 49.3.

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|-------------|-------------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | 53.5 | 55.9 | 49.5 | 50.0 |
| 5 | 50.5 | 52.5 | 49.9 | 50.0 |
| 6 | 54.3 | 60.0 | 60.4 | 50.0 |
| 7 | - | 64.0 | 42.9 | 50.0 |
| 8 | - | - | 42.8 | 50.0 |
| All | 52.7 | 57.8 | 49.3 | 50.0 |

⁴ Schools can acquire these data from the NYSED's Business Portal: 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 greater than that of the following and similar schools: CSD 11, PS 83, PS103, PS 106, PS/MS 194

METHOD:

Icahn 5 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which Icahn 5 had tested students and the result of grades 3 through 8 in the surrounding schools.

RESULTS AND EVALUATION:

Icahn 5 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 5 in grades 3 through 5 students outscored their peers by 26 and 17 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 5 students outscored their peers by 29 points 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 5 with District 11, PS 103, PS 83, PS 106, PS/MS 194

| Grade | District | School | | | | |
|--------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | 11 | PS 83 | PS 103 | PS 106 | PS/MS 194 | ICAHN 5 CS |
| 3 | 43 | 48 | 33 | 51 | 39 | 73 |
| 4 | 37 | 44 | 36 | 47 | 43 | 69 |
| 5 | 30 | 31 | 36 | 32 | 33 | 40 |
| | | | 35 | 44 | 38 | 61 |
| 6 | 38 | 47 | - | - | 57 | 82 |
| 7 | 32 | 40 | - | - | 40 | 83 |
| 8 | 43 | 57 | - | - | 51 | 90 |
| Total | <u>37</u> | <u>44</u> | <u>35</u> | <u>44</u> | <u>44</u> | <u>73</u> |

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute – In 2018-19 Icahn 5 students in grade 3 through 8, in at least their second year at the school, achieved an average score of 73% and in doing so, were lower than the 75% target by 2% demonstrated proficiency.

Absolute - Icahn 5 3rd through 8th grades students achieved a Performance Level Index value of 178, surpassing the state MIP target of 107 by 73 points. .

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Comparative - Icahn 5 students achieved an Effect Size value of 2.00 in the 2017-18 comparative performance analysis. Their achievement was well above the required value of 0.3.

Comparative - Icahn 5 - 3rd through 8th grade students achieved 73% proficiency and outscored their District 11 peers by 36%.

Growth – Icahn 5 - 4th through 8th grade students demonstrated mean growth percentiles lower than the statewide median of 50% with an average of 49.3%.

Comparative/Optional - Icahn 5 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 5 in grades 3 through 5 students outscored their peers by 26 and 17 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 5 students outscored their peers by 29 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 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.) | Not Achieved |
| Optional | Each year, the percent of students at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following and similar schools: CSD 11, PS 83, Ps 103, PS 106, PS/MS 194 | Achieved |

ACTION PLAN

Icahn 5 completed its first testing year, the same year of the first common core-based exam. Icahn 5 students outscored their peers in District 11 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.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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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 Mathematics 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 3rd through 8th 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 ⁵ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 39 | 3 | 1 | 0 | 0 | 40 |
| 4 | 36 | 3 | 0 | 0 | 0 | 36 |
| 5 | 37 | 4 | 0 | 2 | 0 | 37 |
| 6 | 33 | 2 | 0 | 0 | 0 | 33 |
| 7 | 28 | 1 | 0 | 0 | 0 | 29 |
| 8 | 30 | 1 | 0 | 0 | 0 | 30 |

⁵ 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.

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| | | | | | | |
|-----|-----|----|---|---|---|-----|
| All | 203 | 14 | 1 | 2 | 0 | 205 |
|-----|-----|----|---|---|---|-----|

RESULTS AND EVALUATION

In 2018-19, Icahn 5 students, in 3rd through 8th grades, in at least their second year at the school demonstrated proficiency in mathematics with a score of 76.3, which exceeded the 75% target by 1.3 points.

The measure was made.

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 | 69 | 39 | 69 | 39 |
| 4 | 78 | 36 | 77 | 35 |
| 5 | 73 | 37 | 73 | 37 |
| 6 | 91 | 33 | 91 | 33 |
| 7 | 75 | 28 | 75 | 28 |
| 8 | 73 | 30 | 73 | 30 |
| All | 76.5 | 203 | 76.3 | 202 |

ADDITIONAL EVIDENCE

In the last three years of mathematics testing, Icahn 5 students in at least their second year at the school have demonstrated or exceeded proficiency with scores of 77.55, 84.2 and 79.2

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

| Grade | Year | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|---------|--------------|---------------------------|---------------|
| 8 | 2016-17 | N/A | | |
| 8 | 2017-18 | | | |
| 8 | 2018-19 | | | |

In the last three years of mathematics testing, Icahn 5 students in at least their second year at the school have demonstrated or exceeded proficiency with scores of 84.2, 79.2, and 76.3

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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 | 70 | 37 | 91.8 | 37 | 69 | 39 |
| 4 | 91.2 | 34 | 80.0 | 35 | 77 | 35 |
| 5 | 85.3 | 34 | 88.2 | 34 | 73 | 37 |
| 6 | 78.1 | 32 | 80.6 | 31 | 91 | 33 |
| 7 | 96 | 27 | 75.8 | 29 | 75 | 28 |
| 8 | - | - | 59.2 | 27 | 73 | 30 |
| All | 84.2 | 164 | 79.2 | 193 | 76.3 | 202 |

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 5 3rd through 8th grade students achieved a PI of 191.5 84.5 points above the MIP target of 107.

The measure was met.

Mathematics 2018-19 Performance Level Index (PI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| 203 | 4 | 19 | 35 | 41 |

$$\begin{array}{rclclclcl}
 \text{PI} & = & 19 & + & 35 & + & 41 & = & 95 \\
 & & & & 35 & + & 41 & = & 76 \\
 & & & & & + & 20.5 & = & 20.5 \\
 & & & & & & \text{PI} & = & 191.5
 \end{array}$$

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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.⁶

RESULTS AND EVALUATION

In 2018-19 Icahn 5 students in grades 3 through 8, who have been enrolled for at least two years outscored their CSD 11 peers by 44.3 points. Their score was 76.3 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 nd Year | | All District Students | |
| | Percent | Number Tested | Percent | Number Tested |
| 3 | 69 | 39 | 38 | 3,065 |
| 4 | 77 | 35 | 35 | 3,269 |
| 5 | 73 | 37 | 30 | 3,159 |
| 6 | 91 | 33 | 31 | 3,116 |
| 7 | 75 | 28 | 30 | 2,980 |
| 8 | 73 | 30 | 27 | 2,671 |
| All | 76.3 | 202 | <u>32</u> | 18,260 |

ADDITIONAL EVIDENCE

Icahn 5 - 3rd through 8th grade students in at least their second year, have consistently outscored their District 11 peers.

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 |

⁶ 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

| | Charter School | District | Charter School | District | Charter School | District |
|-----|----------------|----------|----------------|----------|----------------|-----------|
| 3 | 70 | 34 | 91.8 | 70 | 69 | 38 |
| 4 | 91.2 | 29 | 80.0 | 91.2 | 77 | 35 |
| 5 | 85.3 | 29 | 88.2 | 85.3 | 73 | 30 |
| 6 | 78.1 | 27 | 80.6 | 78.1 | 91 | 31 |
| 7 | 96 | 23 | 75.8 | 96 | 75 | 30 |
| 8 | - | - | 59.2 | - | 73 | 27 |
| All | 84.2 | 28.4 | 79.2 | 84.2 | 76.3 | <u>32</u> |

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 5 grade 3 through 7 students in at least their second year at the school, achieved an Effect Size of 2.11, 1.81 points higher than the .3 target. Their achievement earned the designation "Higher than expected to a large degree".

The measure was made.

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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 | 65.8 | 38 | 92.1 | 51.4 | 40.7 | 2.08 |
| 4 | 69.2 | 38 | 81.6 | 43.7 | 37.9 | 1.90 |
| 5 | 52.9 | 35 | 88.6 | 46.9 | 41.7 | 2.66 |
| 6 | 71.9 | 31 | 80.6 | 37.6 | 43.0 | 2.30 |
| 7 | 71.0 | 30 | 76.7 | 34.1 | 42.6 | 2.10 |
| 8 | 66.7 | 27 | 59.3 | 25.3 | 34.0 | 1.54 |
| All | 66.0 | 199 | 80.9 | 40.8 | 40.1 | 2.11 |

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Icahn 5 students in tested grades have consistently exceeded the Effect Size measure to a large degree.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|------------------------------------|---------------|--------|-----------|-------------|
| 2015-16 | 3-6 | 61.8 | 132 | 75.8 | 40.3 | 2.07 |
| 2016-17 | 3-7 | 63.7 | 170 | 82.8 | 39.4 | 2.43 |
| 2017-18 | 3-8 | 66.0 | 199 | 80.9 | 40.8 | 2.11 |

Goal 2: Growth Measure⁷

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

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.⁸

RESULTS AND EVALUATION

In 2017-18, Icahn 5 4th through 8th grade students in at least their second year at the school achieved a Mean Growth Percentile of 43.6, 6.4 points above the Statewide Median.

The measure was not met.

2017-18 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|--------|
| | School | Target |
| 4 | 64.4 | 50.0 |
| 5 | 46.5 | 50.0 |
| 6 | 49.5 | 50.0 |
| 7 | 40.2 | 50.0 |
| 8 | 7.9 | 50.0 |
| All | <u>43.6</u> | 50.0 |

ADDITIONAL EVIDENCE

After 75.4 scored in 2016-17, Icahn 5 dropped to 43.6 in 2017-18.

Mathematics Mean Growth Percentile by Grade Level and School Year

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|--------------------|--------------------|--------|
| | 2015-16 | 2016-17 | 2017-18 | Target |
| 4 | 53.6 | 66.4 | 64.4 | 50.0 |
| 5 | 51.3 | 76.8 | 46.5 | 50.0 |
| 6 | 81.4 | 76.6 | 49.5 | 50.0 |
| 7 | - | 83.3 | 40.2 | 50.0 |
| 8 | - | - | 7.9 | 50.0 |
| All | 61.6 | <u>75.4</u> | <u>43.6</u> | 50.0 |

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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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 5 tested-students are compared to all tested students in the surrounding similar schools. Comparisons are between the result of each grade in which ICAHN 5 (3-8) had tested students and corresponding grades in the surrounding schools

RESULTS AND EVALUATION:

Icahn 5 students in grades 3 through 7 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, with 79.2%, Icahn 5 in grades 3 through 5 students outscored their peers by 44 and 30 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 5 students outscored their peers by 33.5 points respectively. Icahn 5 students outscored their CSD peers by 44.5 points.

The measure was made.

2018-19 NYS Math – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – Icahn 5 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 5 CS |
| 3 | 38 | 53 | 35 | 51 | 39 | 69 |
| 4 | 35 | 47 | 23 | 46 | 40 | 78 |
| 5 | 30 | 33 | 30 | 32 | 32 | 73 |
| | | 44 | 29 | 43 | 37 | 73 |
| 6 | 31 | 38 | | | 51 | 91 |
| 7 | 30 | 46 | | | 51 | 75 |
| 8 | 27 | 44 | | | 45 | 73 |
| Total | <u>32</u> | <u>43</u> | <u>29</u> | <u>43</u> | <u>43</u> | <u>76.5</u> |

SUMMARY OF THE MATHEMATICS GOAL

Absolute – In 2018-19, Icahn 5 - 3rd through 8th grade students enrolled in at least their second year at the school scored 76.3 proficiency and in doing so exceeded the State target by 1.3 points.

Absolute - In 2018-19, Icahn 5 students achieved a PI of 191.5, 84.5 points above the state-required MIP target.

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Comparative - On the 2017-18 Comparative Performance Analysis Icahn 5 students scored 2.11, which was 1.81 points higher than the required Effect Size of .3.

Comparative – Icahn 5 students in at least their second year at the school scored 76.3% as compared with 32% in District 11, illustrating a difference of 44.3%.

Comparative – A comparison between subsequent years in student performance shows Icahn 5 students achieving a rating of “Higher than expected to a large degree”.

Growth - Icahn 5 4th grade students demonstrated mean growth percentiles lower than the statewide median of 50% with a value of 43.6%.

Comparative/Optional - Icahn 5 students in grades 3 through 7 outscored their peers in District 11 and in surrounding schools. Compared with K-5 schools PS 103 and 106, with 79.2%, Icahn 5 in grades 3 through 5 students outscored their peers by 44 and 30 points respectively. Compared with K-8 schools PS 83 and PS/MS 194, Icahn 5 students outscored their peers by 33.5 points respectively. Icahn 5 students outscored their CSD peers by 44.5 points.

| 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 |
| Optional | 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. | Achieved |

ACTION PLAN

Icahn 5 will continue utilizing the Lavinia 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 shall use 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.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

The Icahn 5 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 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 4th and 8th 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 5 students in grades 4 and 8 who have been enrolled at the school for at least two years scored 98.5% proficiency on the NYS Science Exam, 23.5 points about the 75% target.

The measure was made.

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 nd Year | |
|-------|---|---------------|
| | Percent Proficient | Number Tested |
| 4 | 97% | 35 |
| 8 | 100% | 30 |
| All | 98.5% | 65 |

ADDITIONAL EVIDENCE

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

| Grade | Year | Regents Exam | Percent Passing with a 65 | Number Tested |
|-------|------|--------------|---------------------------|---------------|
|-------|------|--------------|---------------------------|---------------|

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | |
|---|---------|-----|---|---|
| 8 | 2016-17 | N/A | - | - |
| 8 | 2017-18 | | | |
| 8 | 2018-19 | | | |

Icahn 5 students enrolled for at least two years at the school have consistently met the Science assessment measure with average scores of 97%, 96.25%, and 98.5%.

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 | 97 | 29 | 100 | 33 | 97 | 35 |
| 8 | - | - | 92.5 | 39 | 100 | 30 |
| All | 97.0 | 29 | 96.25 | 72 | 98.5 | 65 |

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

2018-19 Science performance information for District 11 was not available. Using 2017-18 Science performance information, Icahn 5 outscored District 11 students as follows: Grade 4 – 97% compared to 80% = 17%; Grade 8 – 100% compared with 39% – 51% .

2018-19 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 ⁹ | |
| | Percent Proficient | Number Tested | Percent Proficient | Number Tested |

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

| | | | | |
|-----|------|----|------|------|
| 4 | 97 | 35 | 80 | 3235 |
| 8 | 100 | 30 | 39 | 2332 |
| All | 98.5 | 65 | 59.5 | 5557 |

ADDITIONAL EVIDENCE

In 2018-19 Icahn 5 4th grade students scored 98.5% on the NYS Science Exam. By comparison, CSD 11 students scored 59.5. In the two previous years ICAHN 5 students outscored their CSD 11 peers by 17 and 39 points.

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 | 97 | 80 | 100 | 80 | 97 | TBA |
| 8 | - | - | 92.5 | 39 | 100 | TBA |
| All | 97 | 80 | 98.5 | 59.5 | 98.5 | |

SUMMARY OF THE SCIENCE GOAL

Absolute - Icahn 5 4th and 8th grade students enrolled at the school in at least their second year demonstrated 98.5% proficiency on the 2018-19.

Comparative – Icahn 5 4th and 8th grade students have consistently out-scored their CSD 11 peers.

| 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 5 will continue to ensure 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: ESSA

Goal 4: ESSA

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The measure was made.

ADDITIONAL EVIDENCE

ICAHN 5 has met the NCLB then ESSA requirement for the 2012-13, 2013-14, 2014-15, 2015-16, 2016-17 and 2018-19 school years

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 5 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

In 2018-19 81% of Icahn 5 parents responded to the parent survey in use at the school. Based upon an analysis of the percent of satisfaction among responding parents, the measure was made.

2018-19 Parent Satisfaction Survey Response Rate

| Number of Responses | Number of Families | Response Rate |
|---------------------|--------------------|---------------|
| 197 | 242 | 81% |

2018-19 Parent Satisfaction on Key Survey Results

| Item | Percent of Respondents Satisfied |
|---|----------------------------------|
| I feel welcome when I visit the school. | 96% |
| This school provides a safe environment for learning. | 98% |
| My child has up-to-date instructional tools (books, computers, videos, etc.) that are used effectively. | 98% |
| The school holds high expectations for my child. | 98% |
| The school holds high academic expectations for my child. | 97% |

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 5 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

The 2018-19 retention rate at Icahn 5 was 92.3%

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) |
|--------------------|---|--|---|
| 287 | 0 | 265 | 92.3% |

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

| Year | Retention Rate |
|---------|----------------|
| 2016-17 | 99% |
| 2017-18 | 88.7% |
| 2018-19 | 92.3% |

Goal S: Absolute Measure

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

METHOD

Tracking of Icahn 5 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2018-19 the overall attendance rate at Icahn 5 was 96.2%

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2018-19 Attendance

| Grade | Average Daily Attendance Rate |
|---------|-------------------------------|
| 1 | 96.6% |
| 2 | 95.5% |
| 3 | 97.0% |
| 4 | 94.6% |
| 5 | 97.5% |
| 6 | 98.0% |
| 7 | 96.0% |
| 8 | 97.0% |
| Overall | 96.52% |

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

| Year | Average Daily Attendance Rate |
|---------|-------------------------------|
| 2016-17 | 95.2% |
| 2017-18 | 96.4% |
| 2018-19 | 96.52% |