



ICAHN CHARTER SCHOOL 3

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

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

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

Marcia Glattstein has served as the principal since July 2014.

INTRODUCTION

The mission of the Icahn Charter School 3 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 3 opened in September 2008 and served grades kindergarten-2. Each year thereafter a grade was added and in September 2014 the final addition, grade 8, was made. In September 2009 grade 3 was added, and in September 2010 grade 4 was added. Based on the School Report Card data, our school is composed of 62% African American, 29% Latino, 3% White, 3% Asian/Pacific, and 3% American Indian/Alaskan, with a free and reduced lunch rate of 83%.

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2013-14	39	40	35	34	35	34	28	32	-	277
2014-15	40	40	40	40	38	38	29	23	29	317
2015-16	37	40	39	39	39	37	34	24	21	310
2016-17	39	39	39	38	38	38	32	31	24	318

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language

BACKGROUND

Our ELA curriculum follows the Core Knowledge sequence and is comprised of McGraw-Hill readers, workbooks, a strong emphasis on writing, extensive classroom libraries and monthly assessments. Our ELA 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 reading. Teachers and ELA target assistant teachers meet to provide remediation lessons for the targeted students. The process of ongoing assessments ensure that the program will closely monitor the student's progress and promote the student out of the Targeted Assistance where appropriate, as well as accept new students as required by their practice tests and teacher recommendation. Teachers are provided with professional development at the beginning of the school year followed by monthly on-going professional development sessions.

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 8 grades in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	37	3	4	0	0	37
4	36	5	1	0	0	35
5	38	4	0	0	0	38
6	30	6	1	0	0	30
7	31	5	0	0	0	31

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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8	24	7	0	0	0	24
All	196	30	6	0	0	196

RESULTS

Icahn 3 3rd through 8th grade students in at least their second year at the school achieved a score of 57 on the 2016-17 NYS ELA assessment. While the measure was not made, the impact of the removal of students with less than two years at the school resulted in a slight gain in the percent proficiency.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	65	37	65	37
4	67	36	63	35
5	47	38	46	36
6	37	30	36	30
7	65	31	65	31
8	67	24	67	24
All	58	196	57	193

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

While the measure was not made, Icahn 3 3rd through 8th grade students in at least their second year at the school demonstrated a significant increase on overall proficiency when scores are compared with previous years. The average score increased by 16.2% from 2014-15 to 2015-16, and further increase by 12.5% from 2015-16 to 2016-17.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39.4	38	65	37	65	37
4	28.12	32	62	37	63	35
5	14.28	35	29	35	46	36
6	44.44	27	38	34	36	30
7	9.09	22	25	24	65	31

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8	34.5	29	48	21	67	24
All	28.30	183	44.5	188	57	193

Goal 1: Absolute Measure

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

METHOD

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

RESULTS

Icahn 3 3rd through 8th grade students achieved a Performance Level Index rating of 152.01, which was 41.01 higher than the 2016-17 Language Arts AMO of 111.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
196	5.60	36.73	41.32	16.32

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36.73 & + & 41.32 & + & 16.32 & = & 94.37 \\
 & & & & 41.32 & + & 16.32 & = & \underline{57.64} \\
 & & & & \text{PLI} & = & & = & 152.01
 \end{array}$$

EVALUATION

The measure was met.

Goal 1: Comparative Measure

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

METHOD

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

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

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

RESULTS

In scoring 57% Icahn 3 3rd through 8th grade students in at least their second year at the school outsourced their District 11 peers by 24.5 points.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	65	37	33	3134
4	63	35	34	3223
5	46	36	27	3066
6	36	30	25	2920
7	65	31	34	2884
8	67	24	42	2822
All	57	193	32.5	18,049

EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

Icahn 3 3rd through 8th grade students in at least their second year at the school have consistently outsourced their District 11 peers. The difference between Icahn 3 and District scores has widened each year with 2016-17 demonstrating the greatest difference with 24.5%.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	39.4	21.8	65	32	65	33
4	28.12	22.5	62	32	63	34
5	14.28	20.3	29	24	46	27
6	44.44	19.7	38	23	36	25
7	9.09	19.0	25	29	65	34
8	34.5	24.0	48	33	67	42

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

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All	28.30	21.21	44.5	28.83	57	32.5
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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 among all public schools in New York State).

METHOD

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

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

RESULTS

In 2015-16 Icahn 3 3rd through 8th grade students achieved an overall Effect Size of .55 in ELA Comparative Performance, .25 greater than the state target of .3, and doing so achieved a rating of “Higher than expected to a meaningful degree”.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75	40	40	24.2	15.8	1.14
4	85	38	26	19.7	6.3	.46
5	89.5	38	13	15.2	-2.2	-0.18
6	77.4	29	41	20.6	20.4	1.36
7	87.5	23	9	14.0	-5.0	-0.44
8	82.8	29	34	21.1	12.8	0.82
All	82.7	197	27.7	19.4	8.3	0.55

All 82.7 197 27.7 19.4 8.3 0.55

School’s Overall Comparative Performance:
<i>Higher than expected to a meaningful degree</i>

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EVALUATION

The measure was made.

ADDITIONAL EVIDENCE

In 2015-16 Icahn 3 3rd through 8th grade students significantly increased Effect Size over 2014-15 and were not able to reach the school effort in 2013-14.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-6	83.4	130	26.9	18.9	0.65
2014-15	3-7	81.2	163	25.0	20.5	0.32
2015-16	3-8	82.7	197	27.7	19.4	0.55

Goal 1: Growth Measure⁴

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

METHOD

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

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

RESULTS

In 2015-16, Icahn 3 3rd through 8th grade students achieved a Mean Growth Percentile score of 61.3, 11.3 points below the Statewide Median.

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

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

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

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Grade	Mean Growth Percentile	
	School	Statewide Median
4	55.7	50.0
5	59.1	50.0
6	71.4	50.0
7	54.5	50.0
8	67.3	50.0
All	<u>61.3</u>	50.0

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

In 2015-16 significant gains were made as demonstrated by Mean Growth Percentile data. For the first time ICAHN3 met the measure.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	33.4	46.8	55.7	50.0
5	40.5	40.4	59.1	50.0
6	60.1	54.2	71.4	50.0
7	70.8	44.0	54.5	50.0
8	-	41.1	67.3	50.0
All	50.4	45.3	61.3	50.0

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, PS 103, PS 106, and PS/MS 194

METHOD:

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

RESULTS:

ICAHN 3 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 3 in grades 3 through 5 students outscored their peers by 28% and 21.4% respectively. Compared with K-8 schools PS 83 and PS/MS 194, ICAHN 3 students outscored their peers by 17.7% and 22.8% respectively

EVALUATION:

The measure was met.

2016-17 NYS Math – Comparison of All Student Performance on the Math assessment – Students reaching or surpassing Level 3 – ICAHN 3 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 3 CS
3	34	36	32	38	30	65
4	29	37	28	35	32	67
5	29	27	27	34	31	47
6	27	37			30	37
7	23	44			32	65
8	14	54			51	67
Total	26	39.3	29	35.6	34.3	57

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Absolute - Icahn 3 3rd through 8th grade students in at least their second year at the school averaged 57% proficiency on the 2016-17 ELA tests, a significant rise over 2015-16.

Absolute - The Performance Index value achieved by ICAHN 3 students was 152.01, which was 41.01 points higher than the state AMO of 111.

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Comparative - ICAHN 3 students outscored their peers in District 11 by 31% (57% to 29%).

Comparative - ICAHN 3 students achieved an Effect Size value of .55 on the 2015-16 Comparative Performance Analysis. The school was designated as “Higher than expected to a meaningful degree”.

Growth – At 61.3, ICAHN 3 students in grades 4 through 8 demonstrated a collective Mean Growth Percentile in ELA, which was above the statewide median of 50%.

Optional - ICAHN 3 students outscored their peers in the following schools: PS 103, and PS 106. They were outscored by their peers at PS 83 and PS/IS 194.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile. (Using 2015-16 results.)	Achieved
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, and PS/MS 194	Achieved

ACTION PLAN

ICAHN 3 completed its seventh testing year, with 2014-15 the second year of the common core-based exam. ICAHN 3 students outscored their peers in District #11 and the schools identified by ICAHN 3 for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

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

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grades in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	

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

3	37	3	4	0	0	37
4	36	5	1	0	0	36
5	38	4	0	0	0	38
6	30	6	1	0	0	30
7	31	5	0	0	0	31
8	24	7	0	0	0	24
All	196	30	6	0	0	196

RESULTS

In the 2016-17 NYS Math assessment, Icahn 3 3rd through 8th grade students in at least their second year at the school averaged a proficiency score of 61.33% proficiency.

Performance on 2016-17 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	78	37	78	37
4	75	36	73	35
5	61	38	58	36
6	60	30	57	30
7	48	31	48	31
8	46	24	46	24
All	63	196	60	193

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

As compared with previous years, 51% achieved in 2015-16 was the highest level achieved in the past three years, and 10 points higher than 2014-15. At the same time it was but 9 points lower than 2016-17 where the score was 60%.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

3	60.5	38	73	37	78	37
4	40.6	32	57	37	73	35
5	17.14	35	34	35	58	36
6	48.14	27	68	34	57	30
7	31.81	22	42	24	48	31
8	48.3	29	33	21	46	24
All	41.08	183	51	188	60	193

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

In 2015-16, Icahn 3 3rd through 8th grade students achieved a Performance Level Index score of 153.05 in Mathematics, which was 44.05 points above the State AMO of 109

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
196	9.69	27.55	33.16	29.59

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 27.55 & + & 33.16 & + & 29.59 & = & 90.30 \\
 & & & & 33.16 & + & 29.59 & = & \underline{62.75} \\
 & & & & & & \text{PLI} & = & 153.05
 \end{array}$$

EVALUATION

The measure was made.

Goal 2: Comparative Measure

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

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

METHOD

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

RESULTS

In 2016-17 Icahn 3 students enrolled for at least two years outscored their District peers in tested grades by 60%. They scored points higher than their peers in District 11 by 34 points.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	78	37	34	3220
4	75	36	29	3292
5	60	37	29	3099
6	57	28	27	2966
7	48	31	23	2903
8	46	24	14	2600
All	60	193	<u>26.0</u>	18,090

EVALUATION

The measure was met

ADDITIONAL EVIDENCE

Icahn 3 3rd through 8th grades students in at least their second year at the school, have consistently outscored their District peers in tested grades over the past three years and the difference has increased each year.

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	60.5	27.8	73	30	78	34
4	40.6	27.9	57	31	75	29
5	17.14	31.4	34	27	60	29
6	48.14	26.2	68	26	57	27
7	31.81	23.6	42	22	48	23
8	48.3	15.3	33	19	46	14
All	41.08	<u>25.36</u>	<u>51</u>	<u>25.83</u>	60	<u>26.0</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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16 Icahn 3 3rd through 8th grade students achieved an Effect Size value .88 on the NYS Math assessment, thereby earning the school's comparative performance designation as "Higher than expected to a large degree."

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.0	40	34.2	28.8	4.85	.038
4	85.0	38	37	28.2	8.7	.046
5	89.5	38	18	24.3	-6.3	-0.36
6	77.4	29	45	27	18	0.93
7	87.5	23	35	16.9	18.1	1.11
8	82.8	29	48	14.2	33.8	1.93
All	82.7	197	41.2	25.1	16.1	0.88

School's Overall Comparative Performance:*Higher than expected to a large degree***EVALUATION**

The measure was met

ADDITIONAL EVIDENCE

In 2015-16 Icahn 3 grades 3 through 8 made significant growth for the Effect Size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-7	81.2	163	49.1	27.6	1.13
2014-15	3-8	82.7	197	41.2	25.1	0.55
2015-16	3-8	82.7	197	41.2	25.1	0.88

Goal 2: Growth Measure⁹

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

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

METHOD

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

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

In 2015-16, Icahn 3 3rd through 8th grade students achieved a Mean Growth Percentile value of 54.4, 4.4 points above the Statewide Median, essentially the same as the previous year.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	37.5	50.0
5	52.6	50.0
6	77.4	50.0
7	50.4	50.0
8	57.5	50.0
All	54.4	50.0

EVALUATION

The measure was not met.

ADDITIONAL EVIDENCE

The 2015-16 effort was significantly higher than the 2014-15 response.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	31.1	35.1	37.5	50.0
5	44.5	26.4	52.6	50.0
6	73.3	60.0	77.4	50.0
7	62.8	50.0	50.4	50.0
8	-	36.2	57.5	50.0

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

All	<u>51.8</u>	<u>40.4</u>	<u>54.4</u>	50.0
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Goal 2: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

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

RESULTS:

ICAHN 3 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 3 in grades 3 through 5 students outscored their peers by 42.3% and 35. ICAHN 3 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 3 in grades 3 through 5 students outscored their peers by 42.3% and 35.7% respectively. Compared with K-8 schools PS 83 and PS/MS 194, ICAHN 3 students outscored their peers by 20.7% and 25.7% respectively% respectively. Compared with K-8 schools PS 83 and PS/MS 194, ICAHN 3 students outscored their peers by 20.7% and 25.7% respectively.

EVALUATION:

The measure was met.

2016-17 NYS Math – Comparison of All Student Performance on the Math assessment – Students reaching or surpassing Level 3 – ICAHN 3 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 3 CS
3	34	36	32	38	30	78
4	29	37	28	35	32	75
5	29	27	27	34	31	61(71.3)
6	27	37			30	60
7	23	44			32	48
8	14	54			51	46
Total	<u>26</u>	<u>39.3</u>	<u>29</u>	<u>35.6</u>	<u>34.3</u>	60

SUMMARY OF THE MATHEMATICS GOAL

Absolute - Overall, ICAHN 3 3rd through 8th grade students enrolled for at least two years scored 60% proficient. They did not reach the first absolute measure of 75%, scoring 14% below the target. Their effort was significantly higher than the work of their peers in previous years.

Absolute - The Performance Index value achieved by ICAHN 3 students was 153.05, which was 44.05 points higher than the state AMO of 109, and twenty points higher than last year.

Comparative - ICAHN 3 students outscored their peers in District 11 by 34% (60% to 26%).

Comparative - Icahn 3 3rd through 8th grade students achieved a collective comparative performance Effect Size of .55, .25 higher than the required .3.

Growth - The overall Mathematics Mean growth percentile achieved at ICAHN 3 was 40.4%, 9.6% below the Statewide Median.

Optional - ICAHN 3 students in grades 3 through 8 outscored their peers in District 11 and in three surrounding schools. Compared with K-5 schools PS 103 and 106, ICAHN 3 3 through 5 students outscored their peers by 20.87% and 1.40% respectively. Compared with K-8 schools PS 83 ICAHN 3 students outscored their peers by 7.79% and 6.63% and were lower than PS/MS 194 by 2.75

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	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 similar schools: CSD11, PS 83, PS 103, PS 106, and PS/MS 194	Achieved

ACTION PLAN

ICAHN 3 will continue utilizing the NYC Math Project as well as ongoing assessment and remediation as needed. In addition, we will continue to align our curriculum and provide current texts as the NYS Education Department modifies its mathematic strands. Additionally we shall use I-ready to meet every child's individual needs in mathematics. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills as they relate to

mathematics.

SCIENCE

Goal 3: Science

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

BACKGROUND

The ICAHN 3 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2017. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

In 2016-17, Icahn 3 4th and 8th grade students in at least their second year at the school averaged 92% proficiency on the NYS Science exam. 4th grade students scored 97%, while 8th grade students scored 87%.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	37	Data Not Available	
8	87	27		
All	92	64		

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 3 4th and 8th grade students enrolled for at least two years at the school have consistently demonstrated proficiency in tested grades. In 2015-16 the average score of 92.9% which was an increase of 11.55% over 2014-15. IN 2016-17 the effort was essentially the same as 2015-16.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	90.3	31	100	38	97	37
8	72.4	29	85.8	21	87	27
All	81.35	60	92.9	59	92	64

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

CSD 11 data were not available, however given comparisons in previous years, ICAHN 3 probably scored higher than the district.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	97	37	Data Not Available	
8	87	27		
All	92	64		

EVALUATION

The measure could not be determined.

ADDITIONAL EVIDENCE

Without data the measure could not be made. However given comparisons in previous years, ICAHN 3 probably scored higher than the district.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	90.3	68	100	83	97	Data Not Available
8	72.4	40	85.8	41	87	
All	81.35	54	92.9	62	92	

SUMMARY OF THE SCIENCE GOAL

Absolute – Icahn 3 4th and 8th grade students in at least their second year at the school, averaged 92 % proficiency. 4th grade students achieved 97%, while their peers in 8th grade demonstrate 87%.

Comparative – While 2016-17 data were not available for District 9, 2014-15 data support the conclusion that Icahn 3 4th and 8th grade students in at least their second year at the school outscored their District 9 peers.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Not Measureable

ACTION PLAN

Efforts at ICAHN 3 will continue to ensure that our students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

METHOD

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

RESULTS

Icahn 3 Charter School's NCLB status this year was "Good Standing"

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Icahn 3 has maintained "Good Standing" status through each year of its existence.

NCLB Status by Year

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

APPENDIX A: OPTIONAL GOALS

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

Goal S: Parent Satisfaction

Parents will demonstrate 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

A parent survey is provided to all parents/guardians of students who attend Icahn Charter School 3. The survey contains fifteen (15) questions on the school's performance with options to select from A to D, with A equaling poor and D equaling excellent. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school. Below is a copy of the survey provided to the parents/guardians.

RESULTS

In 2016-17, 100% of parents demonstrated satisfaction with the school's programs based on the parent satisfaction survey.

2016-17 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
261	261	100%

2016-17 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Parents/guardians agreed or strongly agreed that teachers and parents/guardians think of one another as partners in educating children	97%
Parents/guardians agreed or strongly agreed that they feel respected by their child's teachers.	98%
Students agreed or strongly agreed that there is at least one adult in the school that they can confide in	98%
Parents/guardians responded that they are somewhat or very likely to go to a regularly scheduled parent-teacher conference with their child's teacher	99%
Parents/guardians agreed or strongly agreed that teachers and parents/guardians think of each other as partners in educating children	97%

APPENDIX B: SUMMARY TABLES

EVALUATION

The measure was met.

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

RESULTS

100% of 2015-16 ICAHN 3 students who did not graduate in 2016, returned for the 2016-17 school year.

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
310	21	289	100%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	93.2%
2015-16	90.7%
2016-17	100.0%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 90 percent.

METHOD

Tracking of ICAHN 3 students is maintained by the Principal, using attendance records, and interactions with parents.

RESULTS

In 2015-16 Icahn 3 achieved an overall attendance percent of 95.39%. All grades except 8 exceeded the 90% target.

APPENDIX B: SUMMARY TABLES

2016-17 Attendance

Grade	Average Daily Attendance Rate
1	94.43%
2	95.03%
3	96.45%
4	95.73%
5	96.46%
6	94.85%
7	96.11%
8	95.20%
Overall	95.39%

EVALUATION

The measure was met.

ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2014-15	95.20%
2015-16	95.73%
2016-17	95.20%