



# **ICAHN 1 CHARTER SCHOOL**

## **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Rose Arocho-Fullam  
[rfullam@ccics.org](mailto:rfullam@ccics.org)

1525 Brook Avenue  
Bronx, NY 10457

718-716-8105

## INTRODUCTION

Rose Arocho-Fullam, Principal and Dr. Arthur Pritchard, Consultant prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Voting Board Position
Gail Golden	President
Julie Clark Goodyear	Secretary
Seymour Fliegel	Member
Karen Mandelbaum	Member
Robert Sancho	Member
Edward J. Shanahan	Member
Robin Williams	Parent Guardian Assn. President

Rose Arocho-Fullam has served as the Principal since July, 2014.

## INTRODUCTION

The mission of the Icahn Charter School 1 (ICAHN 1) 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 1 opened in September 2001 and initially served Kindergarten through grade two. One grade was added each year culminating in grade eight. Presently ICAHN 1 has its full complement of students in grades K–8. Our school is composed of 49.5% African American and 37.8% Latino children, with a free and reduced lunch rate of 81.2%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children, who have demonstrated a deficiency in ELA or Mathematics, as evidenced by the results of an assessment test, are placed in our Targeted Assistance Program. Our Targeted Assistance program consists of in-school remediation, after-school tutoring and Saturday Academy. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction. A full complement of afterschool programs is offered, including chess team, journalism, girl scouts, boy scouts, basketball, football, track and field, step team and cheer leading. We are particularly proud that dozens of our children are provided with a summer camp experience with the Fresh Air Fund and a private camp. A chapter of the National Junior Honor Society was initiated this school year and will continue in 2011. In the 2009 – 2010 school year a chapter of the National Elementary Honor Society was developed.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	37	40	37	38	34	34	37	39	35	-	-	-	-	331
2012-13	38	40	40	36	40	33	35	36	30	-	-	-	-	328
2013-14	38	40	39	37	34	37	32	36	36	-	-	-	-	329
2014-15	40	40	38	38	36	34	36	32	33	-	-	-	-	326
2015-16	40	40	38	35	34	35	32	34	31					319

## ENGLISH LANGUAGE ARTS

## Goal 1: English Language Arts

All Icahn 1 students will become proficient readers in 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 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 Director of Assessment 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 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 2013-14 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 3 through 8 grades in April 2016. 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).

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	35	3	4	3	0	38
4	34	2	0	1	0	35
5	35	1	0	0	0	35

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

## ENGLISH LANGUAGE ARTS

6	32	4	2	0	1	32
7	34	3	0	0	0	34
8	31	1	0	0	0	31
All	201	14	6	4	1	205

### RESULTS

In 2015-16, Icahn 1 students in grades 3<sup>rd</sup> through 8<sup>th</sup> grades, who were in at least their second year at the school averaged 61.29% proficiency on the NYS ELA assessment. Grade 8 students demonstrated proficiency with a score of 77.41%.

#### Performance on 2015-16 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	48.57	35	50.00	34
4	61.76	34	61.76	34
5	65.71	35	64.70	34
6	59.37	32	59.37	32
7	52.94	34	54.54	33
8	77.41	31	77.41	31
All	<b>60.96</b>	<b>201</b>	<b>61.29</b>	<b>198</b>

### EVALUATION

The measure was not met.

### ADDITIONAL EVIDENCE

While Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year at the school did not demonstrate proficiency on the NYS ELA assessment, they did make significant gains as compared with previous years, increasing their average proficiency from 37.7% to 61.29%

#### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	38	37	30.5	36	50.00	34
4	65.6	32	48.5	35	61.76	34
5	38.8	36	35.3	34	64.70	34
6	58	31	36.1	36	59.37	32
7	28.5	35	36.6	30	54.54	33
8	17	36	39.4	33	77.41	31
All	40.98	207	37.7	204	<b>61.29</b>	<b>198</b>

## 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 2015-16 English language arts AMO of **104**. 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.<sup>2</sup>

## RESULTS

In 2015-16, Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved a 154 Performance Index value in the NYS ELA assessment, which was 50 points above the required AMO of 104.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
201	6.83	32.34	45.83	15

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 32.34 & + & 45.83 & + & 15 & = & 93.17 \\
 & & & & 45.83 & + & 15 & = & \underline{60.83} \\
 & & & & & & \text{PLI} & = & 154.00
 \end{array}$$

## EVALUATION

The measure was met.

## ADDITIONAL EVIDENCE

In 2015-16, Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved a PI of 154, which was 28.1 points higher than the 2014-15 effort of 125.9.

## 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 local school district.

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

## ENGLISH LANGUAGE ARTS

### METHOD

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

### RESULTS

In 2015-16, Icahn 1 students in grades 3 through 8, who were in at least their second year at the school outscored their District peers by 41.19 % (61.29% to 20.1%)

2015-16 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	50.00	34	22	2919
4	61.76	34	24	2880
5	64.70	34	18	2767
6	59.37	32	16	2528
7	54.54	33	17	2640
8	77.41	31	24	2777
All	<b>61.29</b>	<b>198</b>	20.1	16,511

### EVALUATION

The measure was met.

### ADDITIONAL EVIDENCE

2015-16 performance by Icahn 1 students in grades 3 through 8 who were in at least their second year at the school continued the trend of significantly outscoring their peers in the District.

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 Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	38	13	30.5	13.1	50.00	22
4	65.6	14	48.5	13.3	61.76	24

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

## ENGLISH LANGUAGE ARTS

5	38.8	11	35.3	12.0	64.70	18
6	58	10	36.1	11.8	59.37	16
7	28.5	11	36.6	11.6	54.54	17
8	17	12	39.4	15.1	77.41	24
All	40.98	<u>11.83</u>	<u>37.7</u>	<u>12.8</u>	<b>61.29</b>	20.1

### Goal 1: Comparative Measure

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

### METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

In 2014 -15 the ELA Comparative Performance Effect Size average at Icahn 1 in 2015-16 was 1.40, 1.1 points above the .3 target and earned the designation “Higher than expected to a large degree.”

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>92.3</b>	<b>39</b>	<b>33</b>	<b>17.7</b>	<b>15.3</b>	<b>1.15</b>
4	<b>83.3</b>	<b>36</b>	<b>47</b>	<b>20.4</b>	<b>26.6</b>	<b>1.95</b>
5	<b>88.2</b>	<b>34</b>	<b>35</b>	<b>15.7</b>	<b>19.3</b>	<b>1.63</b>
6	<b>86.1</b>	<b>36</b>	<b>36</b>	<b>17.1</b>	<b>18.9</b>	<b>1.32</b>
7	<b>80.6</b>	<b>30</b>	<b>37</b>	<b>17.1</b>	<b>19.9</b>	<b>1.53</b>
8	<b>75.8</b>	<b>33</b>	<b>39</b>	<b>24.6</b>	<b>14.4</b>	<b>0.84</b>
All	<b>84.7</b>	<b>208</b>	<b>37.8</b>	<b>18.7</b>	<b>19.1</b>	<b>1.40</b>



## ENGLISH LANGUAGE ARTS

### School's Overall Comparative Performance:

*Higher than expected to a large degree*

## EVALUATION

The measure was made.

## ADDITIONAL EVIDENCE

The school has consistently scored well above the required Effect Size and earned the designation "Higher than expected to a large degree."

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	82.2	207	34.8	19.1	1.35
2013-14	3-8	82.2	212	39.4	20.1	1.43
2014-15	3-8	84.7	208	37.8	18.7	1.40

### Goal 1: Growth Measure<sup>4</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the 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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

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

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

### RESULTS

On the 2014-15 ELA Mean Growth Percentile Icahn 1 4<sup>th</sup> through 8<sup>th</sup> grade students achieved a Mean Growth Percentile score of 45.3, 4.7 points below than the required Statewide Median of 50.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49.3	50.0
5	43.7	50.0
6	46.7	50.0
7	38.16	50.0
8	46.9	50.0
All	<b><u>45.3</u></b>	50.0

### EVALUATION

The measure was not met.

### ADDITIONAL EVIDENCE

Icahn 1 showed gain from 2012-13 to 2013-14 then dropped in 2014-15 to 45.3, 4.7 points lower than the required Statewide Median of 50.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	55.4	65.4	49.3	50.0
5	54.9	50.7	43.7	50.0
6	58.3	50.8	46.7	50.0
7	35.8	45.7	38.6	50.0
8	37.3	45.3	46.9	50.0
All	<b><u>48.7</u></b>	<b><u>51.5</u></b>	<b><u>45.3</u></b>	50.0

## Goal 1: Optional Measure

Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that in the following similar District 9 schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339.

## METHOD

This measure compares the performance of Icahn 1 Charter School students with those of District 9, and four comparable schools, which are PS/MS 4, PS 42, PS 55, IS 313, and IS 339. Data were collected from recently released 2013-14 NYSED ELA and Math scores.

## RESULTS

On the 2015-16 NYS ELA examination, Icahn 1 students in Grades 3-8 out-scores their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339). Icahn 1 students outscored PS/MS – 4 students by 38.17%, PS-42 by 11% and PS 55 by 23.67%, and IS 313 then IS 339 by more than 53.67 and 52.67%

## EVALUATION

The measure was met.

2015-2016 NYS ELA Percent Level 3 or Higher By All Students – Comparison Schools with Icahn 1						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 1
Grade 3	30	14	37			49
Grade 4	24	23	38			62
Grade 5	15	11	31			66
<b>Elem Avg</b>	<b>23</b>	<b>48</b>	<b>35.33</b>			<b>59</b>
Grade 6	12			6	9	59
Grade 7	19			5	6	53
Grade 8	37			17	16	77
<b>MS Avg</b>	<b>22.67</b>			<b>9.33</b>	<b>10.33</b>	<b>63</b>
<b>Total</b>	<b>22.83</b>	<b>48</b>	<b>35.33</b>	<b>9.33</b>	<b>10.33</b>	<b>61.0</b>

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

**Absolute** - Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students enrolled in at least their second year achieved an average of 61.29% proficiency on the NYS ELA tests. Grade 8 students scored highest with 77.41%.

**Absolute** – The Performance Index value achieved by ICAHN 1 students was 154. The value is 50 points higher than the state-wide AMO of 104 and a significant increase over 2014-15.

## ENGLISH LANGUAGE ARTS

**Comparative** - Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year at the school achieved an average of 61.29% and outscored their peers in District 9, who scored 20.1, by 41.18%.

**Comparative** - ICAHN 1's Effect Size for 2014-15 was 1.40, **1.1 points higher the .3 target**. 1.40, qualifying the school's comparative performance rating to be identified as "Higher than expected to a large degree"

**Growth** - Icahn 1 4<sup>th</sup> through 8<sup>th</sup> grade students achieved a Mean Growth Percentile score of 45.3, 4.7 points lower than the required Statewide Median of 50.

**Optional** - On the 2015-16 NYS ELA examination, Icahn 1 students in Grades 3-8 out-scores their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339). Icahn 1 students outscored PS/MS – 4 students by 38.17%, PS-42 by 11% and PS 55 by 23.67%, and IS 313 then IS 339 by more than 53.67 and 52.67%

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB 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 local school district.	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 2013-14 school district 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.	Did Not Achieve
Optional	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than in the following similar District 9 schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339.	Achieved

### ACTION PLAN

ICAHN 1 had a testing year with impressive results. While the change in scoring had a significant impact on outcome of percentages in each Level, ICAHN 1 students significantly outscored their peers in District 9. In the coming year we shall continue to analyze the impact of our instruction on our students to identify possible changes we can introduce to support their increased academic achievement.

## MATHEMATICS

### Goal 2: Mathematics

All Icahn Charter School 1 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 for grades K–5 and Glencoe Math for grades 6-8, workbooks, technology and a strong emphasis on hands-on learning and by-monthly assessments. Our Mathematics 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 Mathematics. The results of all practice tests go through an intensive error analysis by the Director of Assessment and are discussed in great detail with the Staff Developer. The Staff Developer meets with the teacher and Mathematics 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 Mathematics program is personally supervised by the Principal, Staff Developer, and the Director of Assessment. We review all existing readers and math materials to create alignment with the ever changing NYS curriculum. We retain the services of additional Mathematics specialists from the New York City Math Project at Lehman College, who are responsible for demonstration lessons and participate in developing teaching strategies for K-8.

### 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 2016. 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.

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total	Not Tested <sup>6</sup>	Total
-------	-------	-------------------------	-------

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

## MATHEMATICS

	Tested	IEP	ELL	Absent	Refused	Enrolled
3	35	3	4	3	0	38
4	34	2	0	1	0	35
5	35	1	0	0	0	35
6	32	4	2	0	1	32
7	34	3	0	0	0	34
8	31	1	0	0	0	31
All	201	14	6	4	1	205

## RESULTS

In 2015-16, Icahn 1 students in grades 3 through 8, who were in at least their second year at the school achieved an average proficiency score of 58.93%. The score, while lower than the State target of 75% was an important improvement over proceeding years.

### Performance on 2015-16 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	60.00	35	61.76	34
4	55.88	34	55.88	34
5	88.57	35	88.23	34
6	59.37	32	59.37	32
7	32.35	34	30.30	33
8	58.06	31	58.06	31
All	59.03	201	58.93	198

## EVALUATION

The measure was not made.

## ADDITIONAL EVIDENCE

While the Icahn 1 students in grades 3 through 8, who are in at least their second year at the school, did not demonstrate proficiency on the 2015-16 NYS Math exam, they made improvement compared with the two previous years.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested
3	43.2	37	30.5	36	61.76	34
4	90.6	32	51.3	35	55.88	34
5	52.7	36	85.3	34	88.23	34
6	93.5	31	61.1	36	59.37	32
7	37.1	35	45.1	31	30.30	33
8	32	35	45.5	33	58.06	31
All	51.18	206	53.1	205	58.93	198

## 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 2015-16 mathematics AMO of 101. 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.<sup>7</sup>

## RESULTS

Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved a Performance Level Index value of 155.04 on the 2015-16 NYS Mathematics assessment, which was higher than this year's AMO of 101 by 51.04

### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
201	4.5	36.7	34.34	24.83

$$\begin{array}{rclclclcl}
 \text{PI} & = & 36.7 & + & 34.34 & + & 24.83 & = & 95.87 \\
 & & & & 34.34 & + & 24.83 & = & \underline{59.17} \\
 & & & & & & \text{PLI} & = & 155.04
 \end{array}$$

## EVALUATION

The measure was met.

## Goal 2: Comparative Measure

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

## MATHEMATICS

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 local school district.

### METHOD

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

### RESULTS

In 2015-16 Icahn 1 students in grades 3 through 8 who were in at least their second year at the school outscored their District peers by 41.26%. The Icahn 1 score was more than three times higher than the District score.

2015-16 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	61.76	34	23	2997
4	55.88	34	23	2961
5	88.23	34	17	2861
6	59.37	32	16	2628
7	30.30	33	14	2697
8	58.06	31	13	2591
All	<b>58.93</b>	198	<b>17.67</b>	16,735

### EVALUATION

The measure was met.

### ADDITIONAL EVIDENCE

The 2015-16 effort by Icahn 1 students continued a trend in which they outscore the District peers by significant amounts.

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
-------	---

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



	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	43.2	18	30.5	19.8	61.76	23
4	90.6	17	51.3	16.1	55.88	23
5	52.7	18	85.3	19.7	88.23	17
6	93.5	16	61.1	17.2	59.37	16
7	37.1	12	45.1	13.8	30.30	14
8	32	14	45.5	12.3	58.06	13
All	<b>51.18</b>	<b>15.8</b>	<b>53.1</b>	<b>16.5</b>	58.93	<b>17.67</b>

## Goal 2: Comparative Measure

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

## METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

2014-15 Mathematics Comparative Performance data at Icahn 1 show all grades exceeded the Effect Size value. The school average of 1.61 earn the designation "Higher than expected to a large degree."

### 2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>92.3</b>	<b>39</b>	<b>33</b>	<b>26.i</b>	<b>6.9</b>	<b>.39</b>
4	<b>83.3</b>	<b>36</b>	<b>50</b>	<b>29.2</b>	<b>20.8</b>	<b>1.09</b>
5	<b>88.2</b>	<b>34</b>	<b>85</b>	<b>25.0</b>	<b>60.0</b>	<b>3.41</b>

## MATHEMATICS

6	86.1	36	61	22.4	38.6	2.02
7	80.6	31	45	20.5	24.5	1.34
8	75.8	33	45	15.7	29.3	1.58
All	84.7	209	52.9	23.3	29.5	1.61

### School's Overall Comparative Performance:

*Higher than expected to a large degree*

## EVALUATION

The measure was made.

## ADDITIONAL EVIDENCE

The school has consistently scored well above the required Effect Size.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-8	82.1	208	57.7	20.4	2.34
2013-14	3-8	82.2	211	57.1	25.3	1.64
2014-15	3-8	84.7	209	52.9	23.3	1.61

### Goal 2: Growth Measure<sup>9</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the 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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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.

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

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

## RESULTS

In 2015-16 Icahn 1 students in grades 4 through 8 achieved an average Mean Growth Percentile score in Mathematics of 48.0, which was 2 points below the Statewide Median.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55.2	50.0
5	49.9	50.0
6	61.7	50.0
7	16.7	50.0
8	50.8	50.0
All	<b><u>48.0</u></b>	50.0

## EVALUATION

The measure was not made.

## ADDITIONAL EVIDENCE

In 2015-16 Icahn 1 slipped below the Statewide Median of 50 by 2 points. In previous years the school demonstrated values above the Statewide Median.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	-	77.7	55.2	50.0
5	68.9	55.0	49.9	50.0
6	73.3	81.8	61.7	50.0
7	85.9	22.9	16.7	50.0
8	63.9	29.5	50.8	50.0
All	<b><u>68.5</u></b>	<b><u>52.5</u></b>	<b><u>48.0</u></b>	50.0

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

## Goal 2: Optional Measure

Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of District 9 and the following similar schools: PS/MS 4, PS 42, PS 55, IS 313, and IS 339

## METHOD

This measure compares the performance of ICAHN 1 students with those of District 9, and four comparable schools, which are PS/MS 4, PS 42, PS 55, IS 313, and IS 339. Data were collected from recently released 2015-16 NYSED ELA and Math scores.

## RESULTS

On the 2015-16 NYS Math examination, ICAHN 1 students in grades 3-8 out-scores their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339). Icahn 1 students outscored PS/MS – 4 students by 36.84%; PS-42 and PS 55 by 51.34% and 30.34% respectively, and IS 313 and IS 339 by 40.33% and 39.33%.

## EVALUATION

The measure was met.

2015-2016 NYS Math Percent Level 3 or Higher By All Students Comparison Schools with Icahn 1						
School	PS/MS 4	PS 42	PS 55	IS 313	IS 339	ICAHN 1
Grade 3	34	11	38	-	-	60
Grade 4	23	25	48	-	-	56
Grade 5	8	15	28	-	-	89
<b>Elem AVG</b>	<b>21.67</b>	<b>17</b>	<b>38</b>			<b>68.34</b>
Grade 6	12			6	9	59
Grade 7	19			5	6	32
Grade 8	37			17	16	58
<b>MS AVG</b>	<b>22.7</b>			<b>9.34</b>	<b>10.34</b>	<b>49.67</b>
<b>Total</b>	<b>22.16</b>	<b>17</b>	<b>38</b>	<b>9.34</b>	<b>10.34</b>	<b>58.93</b>

## SUMMARY OF THE MATHEMATICS GOAL

**Absolute** - Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year at the school, achieved an average of 58.93 proficiency on the NYS Math tests. Their score was 16.07% lower than the required 75%.

**Absolute** – Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved a Performance Level Index value of 155.04 on the 2015-16 NYS Mathematics assessment, which was higher than this year's AMO of 101 by 54.04

**Comparative** - Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students in at least their second year at the school achieved a 58.93 proficiency rating and outscored their District 9 peers, who scored 17.67, by 41.26%.

**Comparative** - Icahn 1 3<sup>rd</sup> through 8<sup>th</sup> grade students achieved an Effect Size of 1.61 in 2014-15 Comparative Performance. All grades surpassed the .3 Effect Size requirement.

**Growth** - Icahn 1 achieved an average Mean Growth Percentile of 48.0 in 2014-15 Mathematics, which was 2 points below the statewide Median target of 50.

**Optional** - On the 2015-16 NYS Math examination, ICAHN 1 students in grades 3-8 out-scores their peers in each of the comparable schools, whether those schools were K-8 (PS/MS-4), elementary (PS-42, or PS-55) or middle school (IS 313 or IS 339). Icahn 1 students outscored PS/MS – 4 students by 36.84%; PS-42 and PS 55 by 51.34% and 30.34% respectively, and IS 313 and IS 339 by 40.33% and 39.33%.

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB 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 local school district.	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 2013-14 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.	Did Not Achieve
Optional	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of District 9 and the following similar schools: PS/MS 4, PS 42, PS 55, IS 313 and IS 339.	Achieved

### ACTION PLAN

ICAHN 1 met all of its measures. ICAHN 1 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.

## SCIENCE

## Goal 3: Science

All Icahn 1 Charter School students will demonstrate competency in understanding and the application of scientific reasoning.

## BACKGROUND

The ICAHN 1 science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text. An important change in our science program is the addition of our science lab in the new middle school. All students have their own microscope and a complete supply of slides for individual and independent study, curriculum-aligned DVDs and software, as well as completely stocked library for independent reading in the area of science. All classes in the middle school and the lower school have smart boards. We are therefore planning to provide distance learning to our students in this area. It is our intention to continue to provide advanced instruction in science to enable our students to take the high school Biology Regents, as we have done in the area of foreign language and mathematics.

## 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 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2016. 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 2015-16, Icahn 4<sup>th</sup> and 8<sup>th</sup> grade students in at least their second year at the school averaged 80.13% on the NYS Science exam.

Charter School Performance on 2015-16 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85.26	34	Data Not Available	
8	75.00	28		
All	80.13	62		

# SCIENCE

## EVALUATION

The measure was met.

## ADDITIONAL EVIDENCE

Icahn 1 4<sup>th</sup> and 8<sup>th</sup> grade students in at least their second year at the school have consistently demonstrated proficiency on the NYS Science exam.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	38	88.1	34	85.26	34
8	94.1	29	100	33	75.00	28
All	97.05	67	94.05	67	80.13	62

### 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 local school district.

## METHOD

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

## RESULTS

As District data were unavailable the measure could not be made.

2015-16 State Science Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85.26	34	Data not Available	
8	75.00	28		
All	80.13	62		



## SCIENCE

### EVALUATION

The measure could not be made.

### ADDITIONAL EVIDENCE

IN previous years Icahn 1 students in at least their second year at the school consistently outsourced their District 9 peers.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	70	88.1	68	85.26	
8	94.1	36	100	40	75.00	
All	97.05	53	94.05	54	80.13	

### SUMMARY OF THE SCIENCE GOAL

**Absolute** - ICAHN 1's 4<sup>th</sup> and 8<sup>th</sup> grade students enrolled for at least two years scored respectively 85.26% and 75% proficiency on the NYS 4<sup>th</sup> and 8<sup>th</sup> grade science examination.

**Comparative** - In the comparison years ICAHN 1's 4<sup>th</sup> and 8<sup>th</sup> grade students outsourced their District 9 peers. Given previous comparisons it is probable ICAHN 1 students outsourced their District 9 peers in 2015-16.

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 local school district.	N/A

### ACTION PLAN

As stated previously, we will continue our efforts to ensure that our students are provided with all available resources and their instruction is aligned with the NYS standards in Science.

## NCLB

### Goal 4: NCLB

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

#### 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

In 2015-16 Icahn 1 was in good standing.

## EVALUATION

The measure was met.

## ADDITIONAL EVIDENCE

Icahn 1 has consistently been a school in good standing.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

Icahn 1 is a K-8 school there are not high school goals, measures or data.

## APPENDIX B: 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

A parent survey is provided to all parents/guardians of students who attend ICAHN 1. 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 key survey results provided to the parents or guardians.

## RESULTS

260 responses pertaining to questions contained in the 2015-2016 Parent Satisfaction Survey were received. The data are illustrated in three tables. The first shows a response rate of 81.25% among 320 families. The second survey shows results and indicates the number of parents who selected each choice offered for each question.

2015-16 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
260	320	81.25%

2015-16 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Homework assignments are a valuable contribution to my child's learning	95%
I regularly read progress reports and notices sent home from school	95%

This school provides a safe environment for learning	93%
My child's attendance is monitored by the school calling about absences.	93%
My child has enough supplies, materials, and test books to help with his/her studies	93%

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

## RESULTS

274 students returned to ICAHN 1 in the fall of 2016, representing 94.15% of students after subtracting the 33 graduates.

### 2015-16 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
324	33	274	94.15%

## EVALUATION

The measure was met

## ADDITIONAL EVIDENCE

Year	Retention Rate
2013-14	98%
2014-15	94.88%
2015-16	94.15%

### Goal S: Absolute Measure

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

## METHOD

Tracking of ICAHN 1 students is maintained by the Principal, using attendance records, and interactions with parents

## RESULTS

Icahn Charter School 1 met its attendance measure with an average of 93.98%, all grades met the measure

### 2015-16 Attendance

Grade	Average Daily Attendance Rate
1	95.08%
2	93.68%
3	90.65%
4	91.66%
5	96.79%
6	95.68%
7	92.60%
8	95.77%
Overall	93.98%

## EVALUATION

The measure was made

## ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2013-14	94%
2014-15	94%
2015-16	93.98%