



**ICAHN 5
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Lawford Cunningham and Dr. Arthur H. Pritchard prepared this 2013-14 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

Lawford Cunningham has served as the Principal since 2011.

INTRODUCTION

The mission of Icahn Charter School 5 is to use the Core Knowledge curriculum developed by E. D. Hirsch to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous academic environments, and will have a sense of personal and community responsibility. Icahn Charter School 5 opened in September 2011 and served grades kindergarten through second grade.

Our school is composed of 51% African American and 38% Latin with a free and reduced lunch rate of 69.4%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as evident by the results of an assessment test are placed in our Targeted Assistance Program. Our Targeted Assistance Program consists of in school remediation, and after school tutoring. We have an extended school day of 7.5 hours and an extended school year ranging from 190 to 192 days of instruction

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2011-12	36	36	36	-	-	-	-	-	-	-	-	-	-	108
2012-13	35	36	36	36	-	-	-	-	-	-	-	-	-	143
2013-14	37	36	38	34	35	-	-	-	-	-	-	-	-	180

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All Icahn Charter School 5 Students will become proficient readers of the English language.

Background

The English Language Arts Core Knowledge Curriculum is supported through the McMillan-McGraw Hill Reading Program supplemented by Classroom Leveled Libraries and the Waterford Early learning Program, which integrates the use of technology and fundamental reading instruction. Our Grades 3rd and 4th students were administered the New York State English Language Arts Examination in April 2014.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 4 grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	33	0	0	0	33
4	35	0	0	0	35
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	68	0	0	0	68

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.

Results

ICAHN 5 3rd and 4th grade students enrolled for two or more years demonstrated 67.3% proficiency, short of the 75% target measure by 7.7%

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	70	33	70	33
4	66	35	64.6	34
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	68	68	67.3	67

Evaluation

The measure was not met.

Additional Evidence

ICAHN 5 3rd grade students enrolled at least for two years demonstrated an increase of 20.1% on the NYS ELA exam over their peers in 2012-13 (70% compared with 49.9%). Current 4th grade students demonstrated a gain of 14.7% over their 2012-13 ELA.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	49.9	34	70	33
4	-	-	-	-	64.6	34
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	49.9	34	67.3	67

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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 5 students achieved a Proficiency Level Index score of 156, 67 points higher than the State AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10	22	49	19

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 22 & + & 49 & + & 19 & = & 88 \\
 & & & & 49 & + & 19 & = & \underline{68} \\
 & & & & & & \text{PLI} & = & 156
 \end{array}$$

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 local school district.

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

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

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

Results

Icahn 5 3rd and 4th grade students enrolled at least for two years outscored their District 11 peers in 2013-14 by an average of 44.3%. Icahn 5 3rd grade students posted a difference of 47%, while 4th grade students bested their District 11 peers by 41.6%.

2013-14 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 2 nd Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	70	33	23	3240
4	64.6	34	23	3137
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	67.3	67	23	6377

Evaluation

The measure was met.

Additional Evidence

The comparison of 3rd grade ELA test results shows ICAHN 5 gained in the number of students enrolled at least for two years demonstrating proficiency from 2012-13 to 2013-14: from 49.9% to 70%. The comparison also shows current 4th grade students increased their ELA proficiency from 49.9% in 2012-13 to 64.6% in 2013-14.

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 Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	49.9	21	70	23
4	-	-	-	-	64.6	23
5	-	-	-	-	-	-

³ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	49.9	21	67.3	23

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' 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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, ICAHN 5's 3rd grade students enrolled at least for two years achieved and Effect Size of 1.62, which led to the Overall Comparative Performance rated at "Higher than expected to a large degree."

2012-13 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	69.4	36	47.2	25.4	21.8	1.62
4						
5						
6						
7						

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

8						
All	69.4	36	47.2	25.4	21.8	1.62

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

Evaluation

The measure was met.

Additional Evidence

As 2012-13 data were the first for ICAHN 5, a comparison will not be possible until 2013-14 data are available.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	-	-	-	-	-	-
2011-12	-	-	-	-	-	-
2012-13	3	69.4	36	47.2	25.4	1.62

Goal 1: Growth Measure⁵

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Results

2012-13 was the first year ICAHN 5 students were tested thus a comparison will not be made until 2012-13 scores can be compared with those of 2013-14.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	N/A	50.0
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

Evaluation

The measurement cannot be made for the 2013-14 report.

Additional Evidence

The measurement cannot be made for the 2013-14 report.

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

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3			N/A	50.0
4			N/A	50.0
5			N/A	50.0
6			N/A	50.0
7			N/A	50.0
8			N/A	50.0
All			N/A	50.0

Goal 1: Optional Measure

Each year, the percent of all tested students performing at or above Level 3 on the English Language Arts exam in each tested grade will be greater than that of the following similar schools with local School District 11: PS 103, PS 83, PS 106, and PS/MS 194

Method

⁷ Grade level results not available.

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

Results

ICAHN 5 significantly exceeded all surrounding similar schools. ICAHN 5 students scored 28.2% higher than their District 11 peers, and 21.3% higher than their closest competitor, PS/MS 194.

2013-14 NYS ELA – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – Icahn 5 with District 11, PS 103, PS 83, PS 106, PS/IS 194						
Grade	District	School				
	11	PS 103	PS 83	PS 106	PS/IS 194	Icahn 5 CS
3	23	21	27	23	24	70
4	23	18	34	22	32	66
Total	23	19.5	30.5	22.5	28	68

Summary of the English Language Arts Goal

Absolute - ICAHN 5 3rd and 4th grade students enrolled at least for two years scored 64.6% proficiency, which was below the measure. Based on the new testing standards, they were 10.4% below the goal of 75% demonstrating proficiency.

Absolute - The Performance Index value achieved by ICAHN 5 students was 156, 67 points higher than the State AMO of 89.

Comparative - On the 2012-13 Comparative Performance Analysis ICAHN 5 students scored 1.62, which was 1.32 points higher than the required Effect Size of .3.

Comparative – ICAHN 5 students increased the difference between their state ELA exam performance from 28.9% to 47%, as compared with District 11.

Growth – A comparison between subsequent years in student performance will not be possible until 2013-14 data are available.

Comparative/Optional - ICAHN 5 students significantly outscored their peers in District 11, and in the following schools: PS 103, PS 83, PS 106, 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.	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	Achieved

	grades in the local school district.	
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 2012-13 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.	<i>Cannot be Determined</i>
Optional	Each year, the percent of all tested students performing at or above Level 3 on the English Language Arts exam in each tested grade will be greater than that of the following similar schools with local School District 11: PS 103, PS 83, PS 106, and PS/MS 194	Achieved

Action Plan

ICAHN 5 completed its first testing year, the same year of the first common core-based exam. ICAHN 5 students outscored their peers in District 11 and the schools identified for comparison. In the coming year we plan to analyze the impact of our instruction on at risk students, and those scoring in the high Level 2 to low Level 3 range to identify possible changes we can introduce to support their increased academic achievement. Given the impact of the common core learning standards, we shall also review and adjust as needed student reading, writing, and listening skills.

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 McGraw-Hill Mathematics Connect, workbooks, and a strong emphasis on hands on learning and monthly assessments. Our Mathematics specialist provides small group instruction for 45 minutes a day 5 days a week to those children who have demonstrated a deficiency in any area of Mathematics. The results of practice tests are reviewed with the Principal, teachers, mathematics specialist, and Mathematics consultant in order to provide remediation lessons for the targeted students. Our process of ongoing assessments ensures that the program will closely monitor the child's progress and promote the students out of targeted assistance where appropriate, as well as accept new students as required by practice tests and teacher recommendation. The Mathematics program is supervised by the Principal and with additional support from a Mathematics Consultant from the 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 4 grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	33	0	0	0	33
4	35	0	0	0	35
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	68	0	0	0	68

Results

ICAHN 5 3rd and 4th grade students enrolled for two or more years demonstrated 72% and 70.5% proficiency respectively on the NYS Math examination. The school average of 71.25% was 3.75% below the target of 75%.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	72	33	72	33
4	72	35	70.5	34
5	-	-	-	-
6	-	-	-	-

⁸ 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.

7	-	-	-	-
8	-	-	-	-
All	72	68	71.25	67

Evaluation

The measure was not met.

Additional Evidence

In 2013-14, ICAHN 5 students enrolled for two or more years increased the level of their performance over 2012-13 by 6.35%. Current 4th grade students demonstrated an increase of 5.6% increase over their 2012-13 efforts.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	64.9	34	72	33
4	-	-	-	-	70.5	34
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	64.9	34	71.25	67

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 Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.⁹

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

In their second year of testing, ICAHN 5 students achieved a PI of 168, 12 points higher than their 2012-13 performance of 155.4, and 82 points higher than the state-required PI of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	4	24	46	26

$$\begin{array}{rclclclclcl} \text{PI} & = & 24 & + & 46 & + & 26 & = & 96 \\ & & & & 46 & + & 26 & = & \underline{72} \\ & & & & & & \text{PLI} & = & 168 \end{array}$$

Evaluation

The measure was met.

Goal 2: Comparative Measure

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

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.¹⁰

Results

ICAHN 5 3rd and 4th grade students enrolled for two or more years outscored their District 11 peers by 40.75% in 2013-14.

2013-14 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 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	72	33	29	3293

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

4	70.5	34	32	3182
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	71.25	67	<u>30.5</u>	6475

Evaluation

The measure was met.

Additional Evidence

For two years running, ICAHN 5 students enrolled for two or more years outscored their District 11 peers.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	64.9	34	72	29
4	-	-	-	-	70.5	32
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	-	-	64.9	34	71.25	<u>30.5</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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In 2012-13, ICAHN 5's 3rd grade students achieved an Effect Size of 2.16, which led to the Overall Comparative Performance rated at "Higher than expected to a large degree."

2012-13 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	69.4	36	66.6	28.6	38.0	2.16
4						
5						
6						
7						
8						
All	69.4	36	66.6	28.6	38.0	2.16

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

Evaluation

The measure was met.

Additional Evidence

A comparison cannot be made until 2013-14 data are available.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	-	-	-	-	-	-
2011-12	-	-	-	-	-	-
2012-13	3	69.4	36	66.6	28.6	2.16

Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

Growth will not be determined until 2013-14 data are available

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	N/A	50.0
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

Evaluation

The measurement cannot be made until 2013-14 data are available.

Additional Evidence

The measurement cannot be made until 2013-14 data are available.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3			N/A	50.0
4			N/A	50.0
5			N/A	50.0
6			N/A	50.0
7			N/A	50.0
8			N/A	50.0
All			N/A	50.0

Goal 2: Optional Measure

Each year, the percent of all tested students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in local School district 11: PS 103, PS 83, PS 106, PS/IS 194.

Method

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

Results

ICAHN 5 significantly exceeded all surrounding similar schools. ICAHN 5 students out-scored District 11 students, by 41.5%, and their nearest competitor, PS 83 by 31.5%.

2013-14 NYS Math – Comparison of All Student Performance on the Math assessment – Students reaching or surpassing Level 3 – Icahn 5 with District 11, PS 103, PS 83, PS 106, PS/IS 194						
Grade	District	School				
	11	PS 103	PS 83	PS 106	PS/IS 194	Icahn CS 5
3	29	16	40	29	34	72
4	32	16	41	40	33	72
Total	30.5	16	40.5	34.5	33.5	72

Summary of the Mathematics Goal

Absolute - ICAHN 5 3rd and 4th grade students enrolled at least for two years scored 72% proficiency, which was below the measure. Based on the new testing standards, they were 70.5% below the goal of 75% demonstrating proficiency.

Absolute - The Performance Index value achieved by ICAHN 5 students was 168, 82 points higher than the required State AMO of 86.

¹⁴ Grade level results not available.

Comparative - On the 2012-13 Comparative Performance Analysis ICAHN 5 students scored 2.16, which was 1.86 points higher than the required Effect Size of .3.

Comparative – ICAHN 5 students increased the difference between their state Math exam performance as compared with District 11.

Growth – A comparison between subsequent years in student performance will not be possible until 2013-14 data are available.

Comparative/Optional - ICAHN 5 students significantly outscored their peers in District 11, and in the following schools: PS 103, PS 83, PS 106, 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 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 2012-13 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.	Cannot not Determine
Optional	Each year, the percent of all tested students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the following similar schools in local School district 11: PS 103, PS 83, PS 106, PS/IS 194.	Achieved

Action Plan

ICAHN 5 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 Pearson's SuccessMaker 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 5 Charter School science curriculum is aligned with the NYS standards and utilizes McGraw-Hill/National Geographic text.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

ICAHN 5 4th grade students enrolled for two or more years demonstrated 91.1% proficiency on the 2013-14 NYS 4th grade science examination.

**Charter School Performance on 2013-14 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 11 Students	
	Percent	Number Tested	Percent	Number Tested
4	91.1	34	Not available	
8	-	-		

Evaluation

The measure was met.

Additional Evidence

As 2013-14 was first testing year for 4th grade science, comparisons with previous years cannot be made.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	-	-	-	-	91.1	34
8	-	-	-	-	-	-
All	-	-	-	-	91.1	34

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

A comparison between ICAHN 5 and District 11 4th grade students completing the 4th grade science exam cannot be made until district scores are available.

2013-14 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 11 Students	
	Percent	Number Tested	Percent	Number Tested
4	91.1	34	Not available.	
8	-	-		

Evaluation

The measure cannot be assessed until district 11 scores are available.

Additional Evidence

A 2013-14 is the first of 4th grade testing in science comparisons with previous years cannot be made.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	-	-	-	-	91.1	
8	-	-	-	-	-	-
All	-	-	-	-		

Summary of the Science Goal

Absolute - ICAHN 5 4th grade students enrolled for two or more years exceeded their target measure of 75% by 16.1% and demonstrated 91.1% proficiency

Comparative – The comparison of ICAHN 5 4th grade students enrolled for two or more years with their District 11 peers cannot be made until the District 11 scores are available. In 2012-13 District 11 students scored 78% on the 4th grade science examination. Thus it is likely ICAHN 5 students outsourced District 11 students in 2013-14.

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.	Cannot be determined

Action Plan

Efforts at ICAHN 5 will continue to ensure students are provided with available resources such as the TA program, afterschool and the Saturday Academy Program and their instruction is aligned with the NYS standards.

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 a local-assistance-plan school.

Method

Since *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 5 has met the NCLB requirement for the 2013-14 school year.

Evaluation

The measure was met.

Additional Evidence

ICAHN 5 has met the NCLB requirement for the 2012-13 and 2013-14 school years.

NCLB Status by Year

Year	Status
2011-12	-
2012-13	Good Standing
2013-14	Good Standing

APPENDIX A: NOT APPLICABLE

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

The NYC School Survey includes questions available for response for all parents/guardians of students who attend Icahn 5 Charter School. After the collection of the surveys, all questions are tallied with notification of how many surveys were not returned to the school.

Results

The survey, provided in both English and Spanish is presented below:

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
179	77	100%

2013-14 Parent Satisfaction on Key Survey Results

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

Evaluation

The measure was met.

Goal 5: Absolute Measure

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

Method

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

Results

96% of ICAHN 5 students who completed the 2012-13 school year continued in 2013-14

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
143	0	138	96%

Evaluation

The measure was met.

Additional Evidence

Year	Retention Rate
2011-12	-
2012-13	
2013-14	96%

Goal S: Absolute Measure

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

Method

For each month, the principal determines the number of instructional days. Each teacher records the presence or absence of each student on each instructional day of the month. The principal maintains a spread sheet with monthly attendance data from each class. The data includes: Total Number of School Days, Average Daily Attendance, Aggregate Attendance Percent for the Month, Total Number of Attendees, and Maximum Number of Attendees

Results

ICAHN 5 students demonstrated an average daily attendance rate of 97%, higher than the measure by 2%

2013-14 Attendance

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

Evaluation

The measure was not met.

Additional Evidence

Year	Average Daily Attendance Rate
2011-12	95%
2012-13	94%
2013-14	97%