

**ICAHN
CHARTER SCHOOL 5
2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Lawford Cunningham
lcunningham@ccics.org

1500 Pelham Parkway
South Bronx NY 10461
718/716-8105

Lawford Cunningham, Principal and Dr. Arthur H. Pritchard prepared this 2012-13 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Voting Board Position
Gail Golden	President
Carl C. Icahn	Member
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 56% African American and 33.6% Latin with a free and reduced lunch rate of 68.2%. Our instructional program is data driven and combines Core Knowledge with ongoing assessments. Children who have demonstrated a deficiency in ELA or Mathematics as 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
2009-10	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2010-11	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2011-12	36	36	36	-	-	-	-	-	-	-	-	-	-	108
2012-13	35	36	36	36	-	-	-	-	-	-	-	-	-	143

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 Grade 3rd students were administered the New York State English Language Arts Examination in April 2013.

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 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd grade in April 2013. 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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	34 36	0	0	0	36
All	34 36	0	0	0	36

Results

2012-13 is the first year NYS testing has been based on the core curriculum standards. The results constitute a baseline for use in subsequent years. They also display a significant difference between the proficiency levels achieved as compared with the school's performance measures, where 75% of students are to demonstrate proficiency.

¹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

² 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.

Students completing the NYS 3rd grade ELA assessment had either been enrolled at the school for at least two years, or were newer to the school. The table below illustrates the difference between those who have been enrolled for at least two years, and others as follows: Grade 3 – 34 and 2 = 36.

**Performance on 2012-13 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	47.2	36	49.9	34
All	47.2	36	49.9	34

Evaluation

The measure was not met.

Additional Evidence

Trend data are not available. 2012-13 is the first year ICAHN 5 students participated in NYS ELA testing.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	49.9	34 36
All	-	-	-	-	49.9	34 36

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 Annual Measurable Objective (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 current year’s

English language arts AMO. 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 200.³

Results

ICAHN 5 students achieved a Proficiency Level Index score of 133.3.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
36	13.9	38.9	44.4	2.8

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38.9 & + & 44.4 & + & 2.8 & = & 86.1 \\
 & & & & 44.4 & + & 2.8 & = & \underline{47.2} \\
 & & & & & & \text{PLI} & = & 133.3
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

Leave Blank

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 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.⁴

Results

ICAHN 5 students out-scored their District 11 peers on the 3rd Grade ELA assessment. ICAHN 5 students scored 49.9% proficiency, which was more than double the District 11 score of 21%.

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2012-13 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 Students	
	Percent	Number Tested	Percent	Number Tested
3	49.9	34	21.0	3219
All	49.9	34	21.0	3219

Evaluation

The measure was met.

Additional Evidence

Because 2012-13 is the first testing year comparisons in previous years cannot be made.

**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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	49.9	21.0
All	-	-	-	-	49.9	21.0

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.⁵

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

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results – 2012-13 is the first year ICAHN 5 students participated in NYS 3rd through 8 Grade testing thus there are no comparative performance data.

2011-12 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:
N/A

Evaluation

N/A

Additional Evidence

N/A

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10				N/A		
2010-11				N/A		
2011-12				N/A		

Goal 1: Growth Measure⁶

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 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.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

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

ICAHN 5's 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 26.2% higher than their District 11 peers, and 21.3% higher than their closest competitor, PS/MS 194.

⁷ See the Guidelines.

2012-13 NYS Math – Comparison of All Student Performance on the ELA assessment – Students reaching or surpassing Level 3 – Icahn 5 with District 11, PS 103, PS 83, PS 103, PS/IS 194						
Grade	District	School				
	11	PS 103	PS 83	PS 106	PS/IS 194	Icahn CS 5
3	21.0	10.6	21.2	22.4	25.9	47.2
Total	21.0	10.6	21.2	22.4	25.9	47.2

Summary of the English Language Arts Goal

ICAHN 5's 3rd grade students enrolled at least for two years scored 49.9% proficiency, which was below the measure. Based on the new testing standards, they were 25.1% below the goal of 75% demonstrating proficiency.

The Performance Index value achieved by ICAHN 5 students was 133.3. Comparison with the AMO cannot be made until NYSED releases the AMO value.

ICAHN 5 students were not involved in the 2011-12 Comparative Performance Analysis.

Given their first year of NYS ELA testing, trend and comparison data are not available for ICAHN 5.

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.	N/A
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 2011-12 school district results.)	N/A
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.	N/A
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 1: 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 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 mathematics examination for grades 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd grade in April 2013. 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.

2012-13 State Mathematics Exam Number of Students Tested and Not Tested

⁸ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	36	0	0	0	36
All	36	0	0	0	36

Results

64.9% of all ICAHN 5 students enrolled for at least two years demonstrated proficiency on the NYS 3rd Grade Math exam.

Performance on 2012-13 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	66.6	36	64.9	34
All	66.6	36	64.9	34

Evaluation

The measure was not met

Additional Evidence

Since 2012-13 was the first year of testing, comparisons with previous years cannot be made.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	64.9	34

⁹ 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.

Goal 1: 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 Annual Measurable Objective (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 current year’s mathematics AMO. 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 200.¹⁰

Results

In their first year of testing, ICAHN 5 students achieved a PI of 155.4.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
36	11.1	22.2	44.4	22.2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 22.2 & + & 44.4 & + & 22.2 & = & 88.8 \\
 & & & & 44.4 & + & 22.2 & = & \underline{66.6} \\
 & & & & & & \text{PLI} & = & 155.4
 \end{array}$$

Evaluation

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program
Leave Blank*

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 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

¹⁰ 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.¹¹

Results

ICAHN 5 students out scored their District 11 peers by 41.1% on the NYS 3rd Grade Math assessment.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64.9	34	23.8	3256
All	64.9	34	23.8	3256

Evaluation

The measure was met

Additional Evidence

Since 2012-13 was the first year of testing, comparisons with previous years cannot be made.

**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					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	64.9	23.8
All	-	-	-	-	64.9	23.8

Goal 1: 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.¹²

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

¹² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results - 2012-13 is the first year for NYS testing at ICAHN 5, thus Comparative Performance for 2011-12 was not determined.

2011-12 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:
N/A

Evaluation

N/A

Additional Evidence

N/A

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10				N/A		
2010-11				N/A		
2011-12				N/A		

Goal 1: Growth Measure¹³

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.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

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’s 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

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ICAHN 5 significantly exceeded all surrounding similar schools. ICAHN 5 students out-scored District 11 students, by 42.8%, and their nearest competitor, PS 83 by 28.7%.

2012-13 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 103, PS/IS 194						
Grade	District	School				
	11	PS 103	PS 83	PS 106	PS/IS 194	Icahn CS 5
3	23.8	3.9	37.9	25.1	27.9	66.6
Total	23.8	3.9	37.9	25.1	27.9	66.6

Summary of the Mathematics Goal

ICAHN 5's 3rd grade students enrolled for at least two years scored 64.9% proficiency on the 3rd Grade math assessment. Based on the new testing standards, they were 10.1% below the goal of 75% demonstrating proficiency.

The Performance Index value achieved by ICAHN 5 students was 155.4. Comparison with the AMO will not be made until NYSED releases additional information.

The Effect Size value for ICAHN 5 will not be made for the first time until next year.

Comparisons with previous year efforts cannot be made as 2012-13 was the first year of NYS testing at ICAHN 5.

ICAHN 5 students 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.	N/A
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 2011-12 school district results.)	N/A
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.	N/A
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	Achieved

	following similar schools in local School district 11: PS 103, PS 83, PS 106, PS/IS 194.	
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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 Charter School 5 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 did not administer the New York State Testing Program science assessment to students in spring 2013 because its first 4th grade will not test until 2013-14.

Results N/A

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
All	N/A			

Evaluation

N/A

Additional Evidence

N/A

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
All	N/A					

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 cannot compare tested students enrolled in at least their second year to all tested students in the surrounding public school district because ICAHN 5 included grades K through 3 only.

Results N/A

**2012-13 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
All	N/A			

Evaluation

N/A

Additional Evidence

N/A

**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
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	Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
All	N/A					

Summary of the Science Goal

In 2012-13, ICAHN 5 included grades Kindergarten through Grade3.

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.	N/A
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

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 5: NCLB
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 5: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

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 which 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 2012-13 school year.

Evaluation

NYS testing began in the 2008-09 school year and have consistently been recognized as “a school in good standing” since that time. To achieve this status of a “school in good standing”, we had to meet the Annual Yearly Progress (AYP), thereby demonstrating that the children’s achievement was in accordance with NCLB requirements. In fact, our achievement was significantly higher than the NCLB requirements and greatly exceeded the neighborhood schools.

Additional Evidence

As illustrated below, Icahn Charter School 5 has met the NCLB requirement for the last 2 years

NCLB Status by Year

Year	Status
2010-11	-
2011-12	-
2012-13	Good Standing